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IDENTIFIERS	*Dade County Public Schools FL

ABSTRACT

Combining and consolidating statistical reports published separately prior to 1983-84, this document presents statistical information on the status of public education in Dade County, Florida, in terms of organization, educational programs and services, achievement, and other outcomes of schooling. Multi-year statistics on student population, personnel, and staff finances are included. A summary of program evaluations conducted by the Office of Educational Accountability during 1985 is presented. The document, a companion to "District School Profiles 1985-86," gives an overview and means of comparison between Dade County and the 20 largest school districts in the United States. (SLD)

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ED294882

DADE COUNTY PUBLIC SCHOOLS
Miami, Florida

Statistical Abstract
1985-86

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Office of Educational Research and Improvement
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[illegible]AL ACCOUNTABILITY

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Mr. G. Holmes Braddock
Mr. Paul Cejas
Dr. Michael Krop
Ms. Janet R. McAliley
Mr. William H. Turner

Dr. Leonard Britton
Superintendent of Schools

STATISTICAL ABSTRACT

1985-86

Dade County Public Schools
Office of Educational Accountability
1450 Northeast Second Avenue
Miami, Florida 33132
June 1986

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INTRODUCTION

This document combines and consolidates several statistical reports published separately prior to 1983-84. The reports that this document replaced are: (1) The Status of Education (formerly the Superintendent's Annual Statistical Report), (2) Selected Statistical Information - Individual Dade County Public Schools, (3) Ethnic Characteristics of Students and Staff, and (4) Comparative Staffing and Salary Statistics for Dade and Other Large School Systems.

The purpose of this document is to present, in summary fashion, statistical information on the status of public education in Dade County in terms of organization, educational programs and services, achievement, and other outcomes of schooling. Also included are multi-year statistics on student population, staff, finances, and a summary of the results of program evaluations conducted during calendar year 1985. The document also provides a means of comparison between Dade and the twenty largest school districts in the United States with regard to staffing levels, salaries, and expenditures per pupil.

This Statistical Abstract is intended to serve as a companion document to the District and School Profiles, 1985-86, published in April 1986. While the District and School Profiles provides statistical information describing some of the more important characteristics of individual schools in the Dade County Public School system, this document provides a districtwide overview.

The Accountability Act of 1976 specifies that each school district is required to make a public report on the status of education within the district, with certain data elements designated by law. This document is intended to meet this statutory requirement. In addition, this document contains information on the indicators of educational and other achievements that will serve as baseline data for planning purposes.

Users of this document are encouraged to submit suggestions for improvement or inclusion of additional data elements in future editions of the Statistical Abstract. Questions, comments, or suggestions should be directed to Dr. Norbert Aguiar, Supervisor, Department of Management Analysis; telephone number 376-1506.

ORGANIZATION OF THE SCHOOL SYSTEM AND GENERAL INFORMATION

DADE COUNTY SCHOOL SUPERINTENDENTS - GROWTH INDICATORS

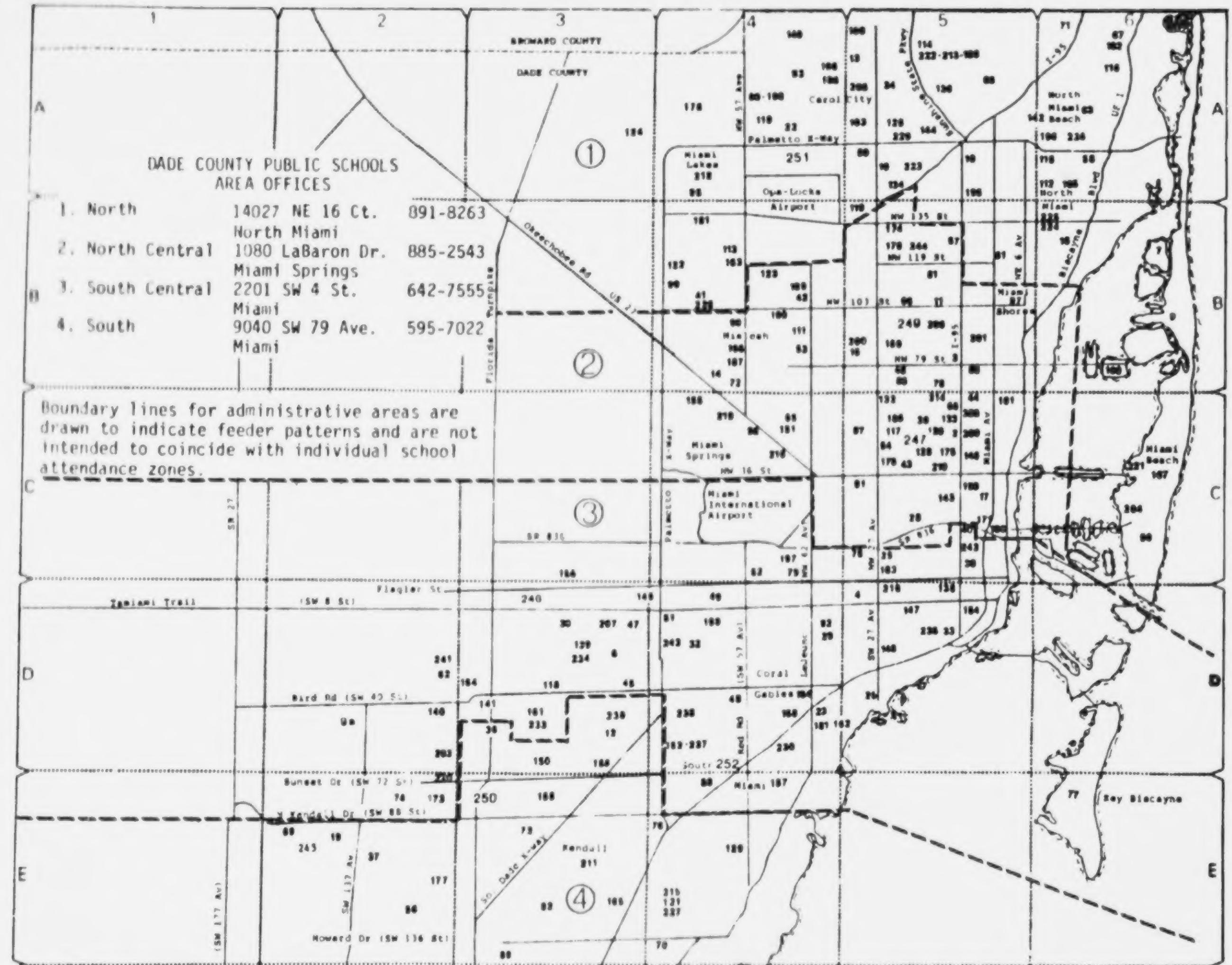
Year	Superintendents		School Centers	Student Membership*	Classroom Teachers	Teachers' Average Salaries
1869-70	W. H. Benest		A state school system was established in Florida in 1869 but no schools were maintained in Dade County until 1886. The first school, built in Lake Worth, had one room, one teacher paid about $175, and 10 pupils.			
1871-72	Octavius Aimar					
1885-86	C. H. Lum					
1887-88	A. E. Heyser					
1889-90	E. Gale					
1890-91	J. Cleminson					
1892-93	E. R. Bradley	Jan 1893 - Apr 1895	11	130	11	$ 222
1895-96	E. C. White	Jun 1895 - May 1896		310	18	269
1896	W. L. Widmeyer (acting Supt., May - Dec 1896); year railroad arrived in Miami					
1899-1900	Z. T. Merritt	Jan 1897 - Jan 1905		576	35	292
1905-08	R. E. Hall	Jan 1905 - Jan 1921		1,759	94	364
1911-12				2,041	103	383
1920-21	C. M. Fisher	Jan 1921 - Jan 1937	26	6,738	277	905
1923-24			37	10,641	407	1,119
1930-31			57	24,108	842	1,267
1935-36				30,172	1,102	1,252
1940-41	J. T. Wilson	Jan 1937 - Jan 1953	70	38,485	1,367	1,363
1950-51			83	64,964	2,462	3,492
1955-56	W. R. Thomas	Jan 1953 - Jan 1957	125	109,779	4,242	4,325
1960-61	Joe Hall	Jan 1957 - Jan 1968	184	163,657	6,343	5,536
1965-66			208	202,124	8,100	7,483
1967-68	E. L. Whigham	Jan 1968 - Dec 1976	213	217,947	8,867	8,300
1973-74			239	244,568	10,552	11,886
1976-77	L. M. Britton	Dec 1976 - Jun 1977	250	240,248	11,710	13,356
1977-78	J. L. Jones	Jun 1977 - Feb 1980	253	235,123	11,121	15,679
1978-79			249	228,592	11,066	16,042
1979-80	L. M. Britton	acting Superintendent Feb. 1980 - May 1980; appointed May 1980	246	226,155	11,024	17,508
1980-81			248	232,951	11,602	18,885
1981-82			249	224,580	11,704	20,316
1982-83			251	222,058	11,856	22,621
1983-84			250	223,854	12,350	23,834
1984-85			252**	228,062	12,334	25,392
1985-86			253**	236,127	12,679	26,742

*First month membership except for years prior to 1930 for which ADA (average daily attendance) figures are reported. After 1973-74, totals include students enrolled in off-campus programs for alternative and exceptional education.

**Includes special education centers (Cooper and Merrick).

Source: Historical records, Office of Educational Accountability.

SCHOOL DISTRICT MAP


BROWARD COUNTY
DADE COUNTY
Carol City
Palmetto X-Way
Miami Lakes
Opa-Locka Airport
NW 135 St
NW 119 St
NW 103 St
NW 79 St
Hialeah
Miami Springs
NW 36 St
Miami International Airport
Okeechobee Rd
Florida Turnpike
North Miami Beach
North Miami
Miami Shores
Biscayne Blvd
Miami Beach
SR 836
Flagler St
Tamiami Trail (SW 8 St)
Coral Gables
Bird Rd (SW 40 St)
Sunset Dr (SW 72 St)
N Kendall Dr (SW 88 St)
South Miami
Kendall
So. Dade X-Way
Howard Dr (SW 136 St)
Coral Reef Dr (SW 152 St)
Perrine
Eureka Dr (SW 184 St)
Quail Roost Dr
SW 200 St
Old Cutler Rd
Goulds
S Dixie Hwy
Coconut Palm Dr
(SW 248 St)
Naranja
Turnpike
Homestead Air Force Base
Homestead
N Canal Dr (SW 328 St)
Florida City
Krome Av
SW 177 Av
SW 137 Av
Key Biscayne
Biscayne Bay
Ragged Keys
Sands Key
Elliott Key
DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA
①
②
③
④

DADE COUNTY PUBLIC SCHOOLS
AREA OFFICES

1. North	14027 NE 16 Ct. North Miami	891-8263
2. North Central	1080 LaBaron Dr. Miami Springs	885-2543
3. South Central	2201 SW 4 St. Miami	642-7555
4. South	9040 SW 79 Ave. Miami	595-7022

Boundary lines for administrative areas are drawn to indicate feeder patterns and are not intended to coincide with individual school attendance zones.

DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

5

ELEMENTARY

1.	Air Base	12929 S.W. 272 At. (Hmstead.)	G-2
2.	Allapattah	4700 N.W. 12 Ave.	C-5
3.	Arcola Lake	1037 N.W. 81 St.	B-5
4.	Auburndale	3255 S.W. 6 St	D-5
5.	Avocado	16969 S.W. 294 St.(Hmstead.)	H-1
6.	Banyan	3060 S.W. 85 Ave.	D-3
7.	Bay Harbor	1165 94 St.(Bay Harb. Isl. M.B.)	B-6
8.	Bel-Aire	10205 S.W. 194 St.	F-3
9.	Biscayne	800 77 St. (M. Beach)	B-6
9a.	Bent Tree	4861 S.W. 140 Avenue	D-2
10.	Biscayne Gardens	560 N.W. 151 St.	A-5
11.	Blanton	10327 N.W. 11 Ave.	B-5
12.	Blue Lakes	9250 S.W. 52 Terr.	D-3
13.	Brentwood	3101 N.W. 191 St. (Opa Locka)	A-5
14.	Bright	2530 W. 10 Ave. (Hialeah)	B-4
15.	Broadmoor	3401 N.W. 83 St.	B-5
16.	Bryan	1200 N.E. 125 St.(N. Miami)	B-6
17.	Buena Vista	3001 N.W. 2 Ave.	C-5
18.	Bunche Park	16001 Bunche Dr. (Opa Locka)	A-5
19.	Calusa	9580 Calusa Club Drive West	E-2
20.	Campbell Drive	30700 S.W. 157 Ave.	H-2
21.	Caribbean	11990 S.W. 200 St.	F-3
22.	Carol City	4375 N.W. 173 Dr. (Opa Locka)	A-4
23.	Carver	238 Grand Ave. (Coconut Grove)	D-4
24.	Chapman	27190 S.W. 140 Ave.	G-2
25.	Citrus Grove	2121 N.W. 5 St.	C-5
26.	Coconut Grove	3351 Matilda St.	D-5
27.	Colonial Drive	10755 S.W. 160 St.	F-3
28.	Comstock	2420 N.W. 18 Ave.	C-5
29.	Coral Gables	105 Minorca Ave. (C. Gables)	D-4
30.	Coral Park	1225 S.W. 97 Ave.	D-3
31.	Coral Reef	7955 S.W. 152 St.	F-4
32.	Coral Terrace	6801 S.W. 24 St.	D-4
33.	Coral Way	1950 S.W. 13 Ave.	D-5
34.	Crestview	2201 N.W. 187 St. (Opa Locka)	A-5
35.	Cutler Ridge	20210 Coral Sea Road	F-3
36.	Cypress	5400 S.W. 112 Court	D-3
37.	Devon Aire	10501 S.W. 122 Ave.	E-2
38.	Douglas	314 N.W. 12 St.	C-5
39.	Drew	1775 N.W. 60 St.	C-5
40.	Dunbar	505 N.W. 20 St.	C-5
41.	DuPuis	1150 W. 59 Pl. (Hialeah)	B-4
42.	Earhart	5987 E. 7 Ave. (Hialeah)	B-4
43.	Earlington Heights	4750 N.W. 22 Ave.	C-5
44.	Edison Park	500 N.W. 67 St.	C-5
45.	Emerson	8001 S.W. 36 St.	D-3
46.	Evans	1895 N.W. 75 St.	B-5
47.	Everglades	8375 S.W. 16 St.	D-3
48.	Fairchild	5757 S.W. 45 St.	D-4
49.	Fairlawn	444 S.W. 60 Ave.	D-4
50.	Fienberg	1420 Washington Ave. (M. Beach)	C-6
51.	Flagami	920 S.W. 76 Ave.	D-4
52.	Flagler	5222 N.W. First St.	C-4
53.	Flamingo	701 E. 33 St. (Hialeah)	B-4
54.	Floral Heights	5120 N.W. 24 Ave.	C-5
55.	Florida City	364 N.W. 6th Ave. (Fla. City)	H-1
56.	Floyd, Gloria	12650 S.W. 109 Ave.	E-2
57.	Franklin	13100 N.W. 12 Ave.	B-5
58.	Fulford	16140 N.E. 18 Ave. (N. Miami B.)	A-6
59.	Golden Glades	16520 N.W. 28 Ave. (Opa Locka)	A-5
60.	Goulds(Closed 1983-84)	21300 S.W. 122 Ave. (Goulds)	F-3
61.	Gratigny	11905 N. Miami Ave.	B-5
62.	Greenglades	3060 S.W. 127 Ave.	D-2
63.	Greynolds Park	1536 N.E. 179 St. (N. Miami B.)	A-6
64.	Gulfstream	20900 S.W. 97 Ave.	F-3
65.	Hialeah	550 E. 8 St. (Hialeah)	C-4
66.	Hibiscus	18701 N.W. 1 Ave. (N. Miami B.)	A-5
67.	Highland Oaks	20500 N.E. 24 Ave. (N. Miami B.)	A-6
68.	Holmes	1175 N.W. 67 St.	C-5
69.	Hoover	9050 Hammock Blvd.	E-2
70.	Howard Drive	7750 S.W. 136 St.	E-4
71.	Ives	20770 N.E. 14 Ave. (N. Miami B.)	A-6
72.	Johnson	735 W. 23 St. (Hialeah)	B-4
73.	Kendale	10693 S.W. 93 St.	E-3
74.	Kendale Lakes	8000 S.W. 142 Ave.	E-2
75.	Kensington Park	711 N.W. 30 Ave.	C-5
76.	Kenwood	9300 S.W. 79 Ave.	E-4
77.	Key Biscayne	150 W. McIntire St. (Key Bisc.)	E-6
78.	King	7124 N.W. 12 Ave.	B-5
79.	Kinloch Park	4275 N.W. First St.	C-4
80.	Lake Stevens	5101 N.W. 183 St. (Opa Locka)	A-4
81.	Lakeview	1290 N.W. 115 St.	B-5
82.	Leewood	10343 S.W. 124 St.	E-3
83.	Leisure City	14950 S.W. 288 St. (Hmstead.)	G-2
84.	Lewis	505 S.W. 8 St. (Hmstead.)	H-1
85.	Liberty City	1855 N.W. 71 St.	B-5
86.	Little River	514 N.W. 77 St.	B-5
87.	Lorah Park	[illegible] N.W. 31 Ave.	C-5
88.	Ludlam	5639 S.W. 74 St. (S. Miami)	E-4
89.	Martin	14250 Boggs Dr. (Richmond Heights)	E-3
90.	Meadowlane	4280 W. 8 Ave. (Hialeah)	B-4
91.	Melrose	3050 N.W. 35 St.	C-5
92.	Merrick	39 Zamora Ave. (Coral Gables)	D-4
93.	Miami Gardens	4444 N.W. 195 St.	A-4
94.	Miami Heights	17661 S.W. 117 St.	F-3
95.	Miami Lakes	14250 N.W. 67 Ave.	A-4
96.	Miami Park	2225 N.W. 103 St.	B-5
97.	Miami Shores	10351 N.E. 5 Ave.	B-5
98.	Miami Springs	51 Park St. (M. Springs)	C-4
99.	Milam	6020 W. 16 Ave.(Hialeah)	B-4
100.	Miramar	109 N.E. 19 St.	C-5
101.	Morningside	6620 N.E. 5 Ave.	C-5
102.	Moton	18050 Homestead Ave. (Perrine)	F-3
103.	Myrtle Grove	3125 N.W. 176 St. (Opa Locka)	A-5
104.	Naranja	13990 S.W. 264 St. (Naranja)	G-2
105.	Natural Bridge	1650 N.E. 141 St. (N. Miami)	A-6
106.	Norland	19340 N.W. 8 Court	A-5
107.	North Beach	4100 Prairie Ave. (M. Beach)	C-6
108.	North Carol City	19010 N.W. 37 Ave. (Opa Locka)	A-4
109.	North County	3250 N.W. 207 St. (Opa Locka)	A-5
110.	North Glade	5000 N.W. 177 St. (Opa Locka)	A-4
111.	North Hialeah	4251 E. 5 Ave. (Hialeah)	B-4
112.	North Miami	665 N.E. 145 St. (N. Miami)	A-5,6
113.	North Twin Lakes	625 W. 74 Pl. (Hialeah)	B-4
114.	Norwood	19810 N.W. 14 Court	A-5
115.	Oak Grove	15640 N.E. 8 Ave. (N. Miami B.)	A-6
116.	Ojus	18600 Dixie Hwy. (Ojus)	A-6
117.	Olinda	5536 N.W. 21 Ave.	C-5
118.	Olympia Heights	9797 S.W. 40 St.	D-3
119.	Opa-Locka	600 Ahmad St. (Opa Locka)	B-5
120.	Orchard Villa	5720 N.W. 13 Ave.	C-5
121.	Palmetto	12401 S.W. 74 Ave.	E-4
122.	Palm Lakes	7450 W. 16 Ave. (Hialeah)	B-4
123.	Palm Springs	6304 E. First Ave. (Hialeah)	B-4
124.	Palm Springs N.	17615 N.W. 82 Ave. (Hialeah)	A-3
125.	Parkview	17631 N.W. 20 Ave. (Opa-Locka)	A-5
126.	Parkway	1320 N.W. 188 St.	A-5
127.	Perrine	8851 S.W. 168 St.	F-3
128.	Pharr	2000 N.W. 46 St.	C-5
129.	Pinecrest	10250 S.W. 57 Ave.	E-4
130.	Pine Lake	16700 S.W. 109 Ave.	F-3
131.	Pine Villa	21799 S.W. 117 Ct. (Goulds)	G-3
132.	Poinciana Park	6745 N.W. 23 Ave.	C-5
133.	Thena Crowder	757 N.W. 66 St.	C-5
134.	Rainbow Park	15355 N.W. 19 Ave. (Opa-Locka)	A-5
135.	Redland	24701 S.W. 162 Ave. (Hmstead.)	G-2
136.	Redondo	18480 S.W. 304 St. (Hmstead.)	H-1
137.	Richmond	16929 S.W. 104 Ave.	F-3
138.	Riverside	221 S.W. 12 Ave.	D-5
139.	Rockway	2790 S.W. 93 Court	D-3
140.	Royal Green	13047 S.W. 47 St.	D-2
141.	Royal Palm	4200 S.W. 112 Court	D-3
142.	Sabal Palm	17101 N.E. 7 Ave. (N. Miami B.)	A-5,6
143.	Santa Clara	1051 N.W. 29 Terr.	C-5
144.	Scott Lake	1160 N.W. 175 St.	A-5
145.	Seminole	121 S.W. 78 Place	D-3
146.	Shadowlawn	149 N.W. 49 St.	C-5
147.	Shenandoah	1023 S.W. 21 Ave.	D-5
148.	Silver Bluff	2609 S.W. 25 Ave.	D-5
149.	Skyway	4555 N.W. 206 Terr. (Opa-Locka)	A-4
150.	Snapper Creek	10151 S.W. 64 St.	D-3
151.	South Hialeah	265 E. 5 St. (Hialeah)	C-4
152.	South Miami	6800 S.W. 60 St. (S. Miami)	D-4
153.	S. Miami Heights	12231 S.W. 190 Terr.	F-3
154.	Southside	45 S.W. 13 St.	D-5
155.	Springview	1122 Blue Bird Ave. (M. Springs)	C-4
156.	Stirrup	330 N.W. 97 Ave.	C-3
157.	Sunset	5120 S.W. 72 St. (S. Miami)	E-4
158.	Sunset Park	10235 S.W. 84 St.	E-3
159.	Sylvania Heights	5901 S.W. 16 St.	D-4
160.	Treasure Island	7540 E. Treasure Dr. (M. Beach)	D-6
161.	Tropical	4545 S.W. 104 Ave.	D-3
162.	Tucker	3500 Douglas Road	D-5
163.	Twin Lakes	6735 W. 5 Pl. (Hialeah)	B-4
164.	Village Green	12265 S.W. 34 St.	D-3
165.	Vineland	8455 S.W. 119 St.	E-3
166.	Walters	650 W. 33 St. (Hialeah)	B-4
167.	West Homestead	1550 S.W. 6 St. (Hialeah)	H-1
168.	West Laboratory	5300 Carillo (C. Gables)	D-4
169.	West Little River	2450 N.W. 84 St.	B-5
170.	Westview	2101 N.W. 127 St. (N. Miami)	B-5
171.	Wheatley	1801 N.W. First Pl.	C-5
172.	Whispering Pines	18929 S.W. 89 Rd.	F-3
173.	Winston Park	7900 S.W. 132 Ave.	E-2
174.	Young	14120 N.W. 24 Ave. (Opa-Locka)	B-5

SECONDARY

175.	Allapattah Jr.	1331 N.W. 46 St.	C-5
176.	American Sr.	18350 N.W. 67 St.	A-4
177.	Arvida Jr.	10900 S.W. 127 Ave.	E-2
178.	Brownsville Jr.	4899 N.W. 24 Ave.	C-5
179.	Campbell Drive Jr.	31110 S.W. 157 Avenue (Hmstead.)	H-2
180.	Carol City Jr.	3737 N.W. 188 St. (Opa-Locka)	A-4
181.	Carver Jr.	4901 Lincoln Dr. (Coconut Grove)	D-4
182.	Centennial Jr.	8601 S.W. 212 St.	F-3
183.	Citrus Grove Jr.	2153 N.W. 3 St.	C-5
184.	Coral Gables Sr.	450 Bird Rd. (Coral Gables)	D-4
185.	Cutler Ridge Jr.	19400 S.W. 97 Ave.	F-3
186.	Drew Jr.	1801 N.W. 60 St.	C-5
187.	Filer Jr.	531 W. 29 St. (Hialeah)	B-4
188.	Glades Jr.	9451 S.W. 64 St.	D-3
189.	Hialeah Jr.	6027 E. 7 Ave. (Hialeah)	B-4
190.	Hialeah Sr.	251 E. 47 St. (Hialeah)	B-4
191.	Hialeah-M. Lakes Sr.	7977 W. 12 Ave. (M. Lakes)	B-4
192.	Highland Oaks Jr.	2375 N.E. 203 St.	A-5
193.	Homestead Jr.	650 N.W. 2 Ave (Hmstead.)	H-1
194.	Homestead Sr.	16701 S.W. 344 St. (Hmstead.)	H-2
195.	Jefferson Jr.	525 N.W. 147 St.	A-5
196.	Kennedy Jr.	1075 N.E. 167 St. (N. Miami B.)	A-6
197.	Kinloch Park Jr.	4340 N.W. 3 St.	C-4
198.	Lake Stevens Jr.	18484 N.W. 48 Pl.	A-4
199.	Lee Jr.	3100 N.W. 5 Ave.	C-5
200.	Madison Jr.	3400 N.W. 87 St.	B-5
201.	Mann Jr.	8950 N.W. 2 Ave.	B-5
202.	Mays Jr.	11700 Hainlin Mill Dr. (Goulds)	F-3
203.	McMillan Jr.	13100 S.W. 59 St.	D-2
204.	Miami Beach Sr.	2231 Prairie Ave. (M. Beach)	C-6
205.	Miami Carol City Sr.	3422 N.W. 187 St. (Opa Locka)	A-5
206.	Miami Central Sr.	1781 N.W. 95 St.	B-5
207.	Miami Coral Park Sr.	8865 S.W. 16 St.	D-3
208.	M. Edison Middle	6100 N.W. 2 Ave	C-5
209.	M. Edison Sr.	6161 N.W. 5 Court	C-5
210.	M. Jackson Sr.	1751 N.W. 36 St.	C-5
211.	M. Killian Sr.	10655 S.W. 97 Ave.	E-3
212.	M. Lakes Jr.	6425 M. Lakeway Dr. (M. Lakes)	A-4
213.	M. Norland Sr.	1050 N.W. 195 St.	A-5
214.	M. Northwestern Sr.	7007 N.W. 12 Ave.	C-5
215.	Miami Palmetto Sr.	7460 S.W. 118 St.	E-4
216.	Miami Sr.	2450 S.W. First St.	D-5
217.	M. Southridge Sr.	19255 S.W. 114 Ave.	F-3
218.	M. Springs Jr.	150 S. Royal Poinciana (M. Springs)	C-4
219.	Miami Springs Sr.	751 Dove Ave. (M. Springs)	C-4
220.	M. Sunset Sr.	13125 S.W. 72 St.	E-2
221.	Nautilius Jr.	4301 N. Michigan Ave. (M. Beach)	C-6
222.	Norland Jr.	1235 N.W. 192 Terr.	A-5
223.	N. Dade Jr.	1840 N.W. 157 St. (Opa-Locka)	A-5
224.	N. Miami Jr.	13105 N.E. 7 Ave. (N. Miami)	B-6
225.	N. Miami Sr.	800 N.E. 137 St. (N. Miami)	B-6
226.	N.Miami Beach Sr.	1247 N.E. 167 St. (N. Miami B.)	A-6
227.	Palmetto Jr.	7351 S.W. 128 St.	E-4
228.	Palm Springs Jr.	1025 W. 56 Pl. (Hialeah)	B-4
229.	Parkway Jr.	2349 N.W. 175 St. (Opa-Locka)	A-4
230.	Ponce de Leon Jr.	5801 Augusta St. (Coral Gables)	D-4
231.	Redland Jr.	16001 S.W. 248 St. (Hmstead.)	G-2
232.	Richmond Heights Jr.	15015 S.W. 103 Ave.	F-3
233.	Riviera Jr.	10301 S.W. 48 St.	D-3
234.	Rockway Jr.	9393 S.W. 29 Terr.	D-3
235.	Shenandoah Jr.	1950 S.W. 19 St.	D-5
236.	S. Dade Sr.	28401 S.W. 167 Ave. (Hmstead.)	G-2
237.	S. Miami Jr.	6750 S.W. 60 St.	D-4
238.	S. Miami Sr.	6856 S.W. 53 St.	D-4
239.	Southwest Miami Sr.	8855 S.W. 50 Terr.	D-3
240.	Southwood Jr.	16301 S.W. 80 Ave.	F-4
241.	Thomas Jr.	13001 S.W. 26 St.	D-2
242.	Washington Jr.	1200 N.W. 6 Ave.	C-5
243.	West Miami Jr.	7525 S.W. 24 St.	B-5
244.	Westview Jr.	1901 N.W. 127 St.	B-5
245.	Hammocks Jr. (Opened 1984-85)	9889 Hammocks Blvd.	[illegible]
246.	Sweetwater El. (Opened 1985-86)	10655 S.W. 4th Street	D-3

OPPORTUNITY SCHOOLS

247.	COPE Center North	1749 N.W. 54 St.	C-5
248.	COPE Center South	14580 S.W. 117 Ave.	F-3
249.	M. MacArthur Sr. N.	9501 N.W. 19 Ave.	B-5
250.	M. MacArthur Sr. S.	11035 S.W. 84 St.	E-3
251.	Mann Oppor. School	18101 N.W. 44 Ct. (Opa-locka)	A-4
252.	Youth Oppor. South	6521 S.W. 62 Ave.	D-3

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SCHOOLS BY ADMINISTRATIVE AREA
WITH WORK LOCATION NUMBER, GRADE ORGANIZATION,
AND OCTOBER MEMBERSHIP DATA

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
NORTH AREA						
ELEMENTARY						
241	BAY HARBOR EL.	K-6	496	443	-53	-10.69
321	BISCAYNE EL.	K-6	555	627	72	12.97
361	BISCAYNE GARDENS EL.	PK-6	746	834	88	11.80
461	BRENTWOOD EL.	K-6	800	798	-2	-0.25
561	BRYAN, WILLIAN J. EL.	K-6	754	818	64	8.49
641	BUNCHE PARK EL.	K-6	488	508	20	4.10
681	CAROL CITY EL.	K-6	879	852	-27	-3.07
761	FIENBERG. L. D. EL.	K-6	1386	1547	161	11.62
1161	CRESTVIEW EL.	K-6	509	526	17	3.34
1481	DUPUIS EL.	K-6	646	688	42	6.50
2081	FULFORD EL.	K-6	480	486	6	1.25
2161	GOLDEN GLADES EL.	K-6	463	475	12	2.59
2241	GRATIGNY EL.	K-6	707	811	104	14.71
2281	GREYNOLDS PARK EL.	K-6	525	576	51	9.71
2401	HIBISCUS EL.	PK-6	517	494	-23	-4.45
2441	HIGHLAND OAKS EL.	K-6	711	835	124	17.44
2581	IVES, MADIE EL.	K-6	387	422	35	9.04
2801	LAKE STEVENS EL.	K-6	638	655	17	2.66
3241	MIAMI GARDENS EL.	K-6	527	510	-17	-3.23
3281	MIAMI LAKES EL.	K-6	612	596	-16	-2.61
3421	MILAM, M. A. EL.	K-6	1141	1193	52	4.56
3581	MYRTLE GROVE EL.	K-6	845	848	3	0.36
3661	NATURAL BRIDGE EL.	K-6	429	450	21	4.90
3701	NORLAND EL.	K-6	580	469	-111	-19.14
3741	NORTH BEACH EL.	K-6	750	758	8	1.07
3781	NO. CAROL CITY EL.	K-6	657	607	-50	-7.61
3821	NORTH COUNTY EL.	K-6	578	604	26	4.50
3861	NORTH GLADE EL.	K-6	586	584	-2	-0.34
3941	NORTH MIAMI EL.	K-6	766	802	36	4.70
3981	NORTH TWIN LAKES EL.	K-6	720	715	-5	-0.69
4001	NORWOOD EL.	PK-6	374	344	-30	-8.02
4021	OAK GROVE EL.	K-6	670	731	61	9.10
4061	OJUS EL.	K-6	279	400	121	43.37
4121	OPA LOCKA EL.	K-6	1050	1015	-35	-3.33
4241	PALM LAKE EL.	K-6	762	766	4	0.52
4281	PALM SPRINGS NORTH EL.	K-6	917	1029	112	12.21
4301	PARKVIEW EL.	K-6	510	488	-22	-4.31
4341	PARKWAY EL.	K-6	480	420	-60	-12.50
4541	RAINBOW PARK EL.	K-6	667	679	12	1.80
4801	SABAL PALM EL.	PK-6	593	675	82	13.83
4881	SCOTT LAKE EL.	K-6	493	508	15	3.04
5081	SKYWAY EL.	K-6	706	785	79	11.19
5481	TREASURE ISLAND EL.	K-6	518	582	64	12.36
5601	TWIN LAKES EL.	K-6	774	762	-12	-1.55
JUNIOR HIGH						
6051	CAROL CITY JR.	7-8	1006	883	-123	-12.23
6241	HIGHLAND OAKS JR.	7-9	1232	1263	31	2.52
6281	JEFFERSON, T. J. JR.	7-9	1101	1108	7	0.64
6301	KENNEDY, J. F. JR.	7-9	1211	1142	-69	-5.70
6351	LAKE STEVENS JR.	7-8	993	1043	50	5.04
6501	MIAMI LAKES JR.	7-9	1802	1791	-11	-0.61
6541	NAUTILUS JR.	7-8	1286	1230	-56	-4.35
6571	NORLAND JR.	7-9	1248	1244	-4	-0.32
6591	NORTH DADE JR.	7-9	794	800	6	0.76
6631	NORTH MIAMI JR.	7-9	1501	1473	-28	-1.87
6681	PALM SPRINGS JR.	6-9	2190	2381	191	8.72
6721	PARKWAY JR.	7-9	1059	712	-347	-32.77
SENIOR HIGH						
7011	AMERICAN SR.	9-12	2347	2554	207	8.82
7131	HIALEAH-MIAMI LAKES SR.	10-12	2274	2349	75	3.30
7201	MIAMI BEACH SR.	9-12	2234	2335	101	4.52
7231	MIAMI CAROL CITY SR.	9-12	1909	2160	251	13.15
7381	MIAMI NORLAND SR.	10-12	1756	2503	747	42.54
7541	NORTH MIAMI BEACH SR.	10-12	2487	2586	99	3.98
7591	NORTH MIAMI SR.	10-12	2149	2273	124	5.77

SCHOOLS BY ADMINISTRATIVE AREA
WITH WORK LOCATION NUMBER, GRADE ORGANIZATION,
AND OCTOBER MEMBERSHIP DATA

NORTH CENTRAL AREA

ELEMENTARY

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
81	ALLAPATTAH EL.	K,3-6	845	751	-94	-11.12
101	ARCOLA LAKE EL.	PK-6	930	974	44	4.73
401	BLANTON, VAN E.	K-5	827	880	53	6.41
481	BRIGHT, JAMES H. EL.	1-6	816	770	-46	-5.64
521	BROADMOOR EL.	K-3	727	772	45	6.19
601	BUENA VISTA EL.	K-3	663	500	-163	-24.59
881	COMSTOCK EL.	K-3	1015	1011	-4	-0.39
1401	DREW, C. R. EL.	K-6	578	553	-25	-4.33
1521	EARHART, AMELIA EL.	K-6	483	500	17	3.52
1561	EARLINGTON HTS. EL.	K-3	499	541	42	8.42
1601	EDISON PARK EL.	K-4	900	945	45	5.00
1681	EVANS, LILLIE C. EL.	K-6	496	620	124	25.00
1921	FLAMINGO	K-6	772	795	23	2.98
1961	FLORAL HTS. EL.	K-6	461	479	18	3.90
2041	FRANKLIN, BENJAMIN EL.	K-6	808	818	10	1.24
2361	HIALEAH EL.	K-6	739	762	23	3.11
2501	HOLMES EL.	K-6	612	666	54	8.82
2531	CROWDER EL.	K-3	306	314	8	2.61
2621	JOHNSON, J.W. EL.	K	69	66	-3	-4.35
2761	KING, MARTIN LUTHER EL.	K-3	384	348	-36	-9.38
2821	LAKEVIEW EL.	K-6	665	697	32	4.81
2981	LIBERTY CITY EL.	K-6	592	572	-20	-3.38
3021	LITTLE RIVER EL.	K-5	1015	1162	147	14.48
3041	LORAH PARK EL.	K-6	674	700	26	3.86
3141	MEADOWLANE EL.	K-5	1053	1142	89	8.45
3181	MELROSE EL.	K,4-6	491	514	23	4.68
3301	MIAMI PARK EL.	K-6	911	932	21	2.31
3341	MIAMI SHORES EL.	K-6	1211	1067	-144	-11.89
3381	MIAMI SPRINGS EL.	K-6	586	652	66	11.26
3461	MIRAMAR, EL.	4-6	414	452	38	9.18
3501	MORNINGSIDE EL.	K-6	920	775	-145	-15.76
3901	NORTH HIALEAH EL.	K-6	636	623	-13	-2.04
4071	OLINDA EL.	K-6	537	537	0	0.00
4171	ORCHARD VILLA EL.	K-6	825	813	-12	-1.45
4261	PALM SPRINGS EL.	K-6	1000	1152	152	15.20
4401	PHARR, KELSEY EL.	K,4-6	668	679	11	1.65
4501	POINCIANA PARK EL.	K-6	992	778	-214	-21.57
4841	SANTA CLARA EL.	K-2	539	530	-9	-1.67
4961	SHADOWLAWN EL.	K-4	846	868	22	2.60
5201	SOUTH HIALEAH EL.	K-6	1043	1110	67	6.42
5361	SPRINGVIEW EL.	K-6	463	470	7	1.51
5711	WALTERS, MAE EL.	K-6	834	820	-14	-1.68
5861	WEST LITTLE RIVER EL.	K,4-6	690	642	-48	-6.96
5901	WESTVIEW EL.	K-6	653	741	88	13.48
5931	WHEATLEY, P. EL.	K-6	686	665	-21	-3.06
5971	YOUNG, NATHAN EL.	K-6	487	511	24	4.93

JUNIOR HIGH

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
6011	ALLAPATTAH JR.	7-9	655	845	190	29.01
6031	BROWNSVILLE JR.	7-9	751	694	-57	-7.59
6141	DREW MIDDLE SCHOOL	7	842	879	37	4.39
6171	FILER, HENRY H. JR.	7-9	1373	1399	26	1.89
6231	HIALEAH JR.	7-9	1183	1296	113	9.55
6371	LEE, ROBERT E. JR.	7-9	623	852	229	36.76
6391	MADISON JR.	7-9	908	914	6	0.66
6411	MANN, HORACE JR.	6-9	1142	1183	41	3.59
6481	MIA EDISON MID SCHOOL	5-8	1596	1795	199	12.47
6521	MIAMI SPRINGS JR.	7-9	1642	1156	-486	-29.60
6981	WESTVIEW JR.	7-9	1250	1257	7	0.56

SENIOR HIGH

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
7111	HIALEAH SR.	10-12	2589	2568	-21	-0.81
7251	MIAMI CENTRAL SR.	10-12	1859	1875	16	0.86
7301	MIAMI EDISON SR.	9-12	1942	2032	90	4.63
7341	MIAMI JACKSON SR.	10-12	2229	2458	229	10.27
7411	MIAMI NORTHWESTERN SR.	9-12	2182	2093	-89	-4.08
7511	MIAMI SPRINGS SR.	10-12	1684	2358	674	40.02

ALTERNATIVE SCHOOL

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
8101	JAN MANN OPP NORTH	6-8	179	208	29	16.20
7254	MIA. D. MAC ARTHUR NO.	9-12	283	258	-25	-8.83
8121	C.O.P.E. CENTER - N.	7-12	108	96	-12	-11.11

SCHOOLS BY ADMINISTRATIVE AREA
WITH WORK LOCATION NUMBER, GRADE ORGANIZATION, AND OCTOBER MEMBERSHIP DATA

SOUTH CENTRAL AREA

ELEMENTARY

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
121	AUBURNDALE EL.	PK-6	780	810	30	3.85
201	BANYAN EL.	K-6	557	564	7	1.26
271	BENT TREE EL.	K-6	1086	1237	151	13.90
721	CARVER, G. W. EL.	K-2	277	304	27	9.75
801	CITRUS GROVE EL.	K-5	1045	1110	65	6.22
841	COCONUT GROVE EL.	K-6	331	336	5	1.51
961	CORAL GABLES EL.	K,3-6	517	524	7	1.35
1001	CORAL PARK EL.	K-6	756	717	-39	-5.16
1081	CORAL TERRACE EL.	K-6	634	602	-32	-5.05
1121	CORAL WAY EL.	K-6	1026	938	-88	-8.58
1361	DOUGLAS EL.	K-3	701	760	59	8.42
1441	DUNBAR EL.	K-6	1007	1064	57	5.66
1641	EMERSON EL.	K-6	546	531	-15	-2.75
1721	EVERGLADES EL.	K-6	847	739	-108	-12.75
1761	FAIRCHILD, D. EL.	K-6	549	588	39	7.10
1801	FAIRLAWN EL.	K-6	639	686	47	7.36
1841	FLAGAMI EL.	K-6	819	409	-410	-50.06
1881	FLAGER, H. M. EL.	K-6	797	743	-54	-6.78
2261	GREENGLADE EL.	K-6	1019	1110	91	8.93
2651	KENDALE LAKES EL.	K-6	961	1083	122	12.70
2661	KENSINGTON PARK EL.	PK-6	899	907	8	0.89
2741	KEY BISCAYNE EL.	K-6	428	498	70	16.36
2781	KINLOCH PARK EL.	K-5	786	806	20	2.54
3061	LUDLAM EL.	K-6	313	308	-5	-1.60
3221	MERRICK EL.	K,5-6	47	47	0	0.00
4091	OLYMPIA HTS. EL.	K-6	569	592	23	4.04
4681	RIVERSIDE EL.	K,4-6	748	876	128	17.11
4721	ROCKWAY EL.	K-6	867	718	-149	-17.19
4741	ROYAL GREEN EL.	K-6	922	973	51	5.53
4761	ROYAL PALM EL.	K-6	774	791	17	2.20
4921	SEMINOLE EL.	K-6	936	697	-239	-25.53
5001	SHENANDOAH EL.	K-6	879	888	9	1.02
5041	SILVER BLUFF EL.	K-6	592	647	55	9.29
5241	SOUTH MIAMI EL.	K-6	273	306	33	12.09
5321	SOUTHSIDE EL.	K-6	481	462	-19	-3.95
5381	E. W. F. STIRRUP EL.	K-6	1166	1322	156	13.38
5401	SUNSET EL.	K,3-6	299	294	-5	-1.67
5431	SWEETWATER EL.	K-6	--	1103		--
5441	SYLVANIA HTS. EL.	K-6	561	563	2	0.36
5521	TROPICAL EL.	PK-6	500	526	26	5.20
5561	TUCKER, F. S. EL.	K-6	523	524	1	0.19
5641	VILLAGE GREEN EL.	K-6	573	635	62	10.82
5831	WEST, HENRY S. LAB. EL.	K-6	392	412	20	5.10
5961	WINSTON PARK EL.	K-6	879	913	34	3.87

JUNIOR HIGH

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
6071	CARVER, G. W. JR.	7	432	393	-39	-9.03
6091	CITRUS GROVE JR.	7-9	1307	1439	132	10.10
6331	KINLOCH PARK JR.	6-9	1342	1409	67	4.99
6441	H. D. MCMILLAN JR.	7-9	1262	1289	27	2.14
6741	PONCE DE LEON JR.	8-9	971	926	-45	-4.63
6801	RIVIERA JR.	7-9	1326	1189	-137	-10.33
6821	ROCKWAY JR.	7-9	1431	1499	68	4.75
6841	SHENANDOAH JR.	7-9	1187	1160	-27	-2.27
6881	SOUTH MIAMI JR.	7-9	943	856	-87	-9.23
6901	W. R. THOMAS JR.	7-9	1609	1388	-221	-13.74
6911	WASHINGTON, B. T. JR.	7-9	708	798	90	12.71
6961	WEST MIAMI JR.	7-9	1259	1676	417	33.12

SENIOR HIGH

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
7071	CORAL GABLES SR.	10-12	2220	2257	37	1.67
7271	MIAMI CORAL PARK SR.	10-12	2373	2427	54	2.28
7461	MIAMI SR.	10-12	2411	2359	-52	-2.16
7531	MIAMI SUNSET SR.	10-12	2526	2756	230	9.11
7721	SOUTH MIAMI SR.	10-12	1833	1759	-74	-4.04

ALTERNATIVE SCHOOL

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
2861	YOUTH OPPORT. SCH. S.	K,6-8	155	132	-23	-14.84

SCHOOLS BY ADMINISTRATIVE AREA
WITH WORK LOCATION NUMBER, GRADE ORGANIZATION, AND OCTOBER MEMBERSHIP DATA

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMB. 84-85	MEMB. 85-86	MEMB. DIFF.	PERCENT CHANGE
SOUTH AREA						
ELEMENTARY						
41	AIR BASE EL.	K-6	1121	1170	49	4.37
161	AVOCADO EL.	K-5	629	638	9	1.43
261	BEL-AIRE EL.	K-4	523	583	60	11.47
441	BLUE LAKES EL.	K-6	469	463	-6	-1.28
651	CAMPBELL DRIVE EL.	K-5	981	1072	91	9.28
661	CARIBBEAN EL.	K-6	862	851	-11	-1.28
671	CALUSA EL.	K-6	780	872	92	11.79
771	CHAPMAN EL.	K-5	828	873	45	5.43
861	COLONIAL DRIVE EL.	K-6	629	622	-7	-1.11
921	COOPER, N.K. EL.	PK-12	73	83	10	13.70
1041	CORAL REEF EL.	K-5	829	816	-13	-1.57
1241	CUTLER RIDGE EL.	K-6	742	693	-49	-6.60
1281	CYPRESS EL.	K-6	714	749	35	4.90
1331	DEVONAIRE EL.	K-6	859	927	68	7.92
2001	FLORIDA CITY EL.	K-5	582	672	90	15.46
2021	GLORIA FLOYD EL.	PK-6	739	771	32	4.33
2321	GULFSTREAM EL.	PK-6	786	738	-48	-6.11
2521	HOOVER EL.	K-6	734	911	177	24.11
2541	HOWARD DRIVE EL.	K-5	373	382	9	2.41
2641	KENDALE EL.	K-6	569	588	19	3.34
2701	KENWOOD EL.	K-6	508	605	97	19.09
2881	LEEWOOD EL.	K-5	646	621	-25	-3.87
2901	LEISURE CITY EL.	K-5	781	816	35	4.48
2941	LEWIS, A. L. EL.	K-5	615	619	4	0.65
3101	MARTIN, F. C. EL.	K,6	505	520	15	2.97
3261	MIAMI HTS. EL.	K-6	540	568	28	5.19
3541	MOTON, R. R. EL.	K,5-6	459	532	73	15.90
3621	NARANJA EL.	K-5	560	575	15	2.68
4221	PALMETTO EL.	K-5	389	359	-30	-7.71
4381	PERRINE EL.	K-4	616	670	54	8.77
4421	PINECREST EL.	K-6	597	688	91	15.24
4441	PINE LAKE EL.	K-3	721	766	45	6.24
4461	PINE VILLA EL.	K-6	770	652	-118	-15.32
4581	REDLAND EL.	K-5	710	728	18	2.54
4611	REDONDO EL.	K-5	523	526	3	0.57
4651	RICHMOND EL.	4-6	578	580	2	0.35
5121	SNAPPER CREEK EL.	K-6	515	525	10	1.94
5281	SOUTH MIAMI HTS. EL.	K-6	866	901	35	4.04
5421	SUNSET PARK EL.	K-6	835	904	69	8.26
5671	VINELAND EL.	K-5	560	558	-2	-0.36
5791	WEST HOMESTEAD EL.	PK-5	708	798	90	12.71
5951	WHISPERING PINES EL.	K-6	709	758	49	6.91
JUNIOR HIGH						
6021	ARVIDA JR.	7-9	1525	1458	-67	-4.39
6061	CAMPBELL DRIVE JR.	6-8	1163	1319	156	13.41
6081	CENTENNIAL JR.	7-9	936	894	-42	-4.49
6111	CUTLER RIDGE JR.	7-9	917	873	-44	-4.80
6211	GLADES JR.	7-9	1299	1164	-135	-10.39
6221	HAMMOCKS JR.	7-9	1335	1560	225	16.85
6251	HOMESTEAD JR.	6-8	1166	1144	-22	-1.89
6431	MAYS JR.	7-9	812	890	78	9.61
6701	PALMETTO JR.	7-9	1361	1273	-88	-6.47
6761	REDLAND JR.	6-8	1246	1277	31	2.49
6781	RICHMOND HTS. JR.	7-9	1193	1114	-79	-6.62
6861	SOUTHWOOD JR.	7-9	1482	1687	205	13.83
SENIOR HIGH						
7151	HOMESTEAD SR.	9-12	1995	2121	126	6.32
7361	MIAMI KILLIAN SR.	10-12	2908	2944	36	1.24
7431	MIAMI PALMETTO SR.	10-12	2336	2385	49	2.10
7701	SOUTH DADE SR.	9-12	1780	1848	68	3.82
7731	MIAMI SOUTHRIDGE SR.	10-12	2399	2607	208	8.67
7741	SOUTHWEST MIAMI SR.	10-12	2265	2445	180	7.95
ALTERNATIVE SCHOOL						
7631	MIA. D. MAC ARTHUR SO.	9-12	201	178	-23	-11.44
8131	C.O.P.E. CENTER - S.	7-12	79	92	13	16.46

NOTE: See Page 23 for districtwide membership totals.

SOURCE: Fall Student Survey, Office of Educational Accountability.

NUMBER OF PK-12 SCHOOL CENTERS BY AREA AND TYPE*
1985-86

Total	Area	Elem.	Jr. High	Sr. High	Alternative
63	North	44	12	7	-
66	North Central	46	11	6	3
62	South Central	44	12	5	1
62	South	42	12	6	2
253	GRAND TOTAL	176	47	24	6

DISTRIBUTION OF PK-12 SCHOOL CENTERS BY GRADE ORGANIZATION*
1985-86

Grade Organization	Number of Schools	Grade Organization	Number of Schools
PK-5	1	1-6	1
PK-6	10	4-6	2
PK-12	1	5-8	1
K	1	6-8	4
K-2	2	6-9	3
K-3	8	7	2
K-4	4	7-8	3
K-5	19	7-9	34
K-6	117	7-12	2
K, 3-6	3	8-9	1
K, 4-6	4	9-12	9
K, 5-6	2	10-12	17
K, 6	1		
K, 6-8	1		
		TOTAL	253

NUMBER OF PK-12 SCHOOL CENTERS WHICH INCLUDE GRADES AS DESIGNATED*

Kindergarten	174
Elementary (Including Kindergarten)	185
Junior High Grades (7-9)	60
Senior High Grades (10-12)	29

Source: Annual records, Office of Educational Accountability.

* Includes special centers (Cooper Exceptional Education Center and Merrick Exceptional Education Center).

SCHOOLS PAIRED OR GROUPED FOR DESEGREGATION
1985-86

SCHOOLS	CONDITION	YEAR[a]
NORTH CENTRAL AREA		
Broadmoor Elementary (K-3) West Little River Elementary (K,4-6)	Paired	1970-71
Comstock Elementary (K-3) Pharr Elementary (K,4-6)	Paired	1970-71
Santa Clara Elementary (K-2) Allapattah Elementary (K,3-6)	Paired	1970-71
Earlington Heights Elementary (K-3) Melrose Elementary (K,4-6)	Paired	1979-80
SOUTH CENTRAL AREA		
Douglas Elementary (K-3) Riverside Elementary (K,4-6)	Paired	1970-71
Carver Elementary (K-2 Coral Gables Elementary (K,3-6) Sunset Elementary (K,3-6)	Grouped	1971-72
Carver Junior High (7) Ponce de Leon Junior High (8-9)	Paired	1970-71
SOUTH AREA		
Bel-Aire Elementary (K-4) Perrine Elementary (K-4) Moton Elementary (K,5-6)	Grouped	1970-71
Coral Reef Elementary (K-5) Howard Drive Elementary (K-5) Leewood Elementary (K-5) Palmetto Elementary (K-5) Vineland Elementary (K-5) Martin Elementary (K,6)	Grouped	1971-72
Lewis Elementary (K-5) Redondo Elementary (K-5) West Homestead Elementary (K-5) Avocado Elementary (K-5) Campbell Drive Middle (6)* Homestead Junior (6)*	Grouped	1972-73
Pine Lake Elementary (K-3) Richmond Elementary (4-6)	Paired	1978-79[b]

[a] Original pairing or grouping was by court order in 1970-71; subsequent pairing was by Board Action.

[b] Paired by Board action as directed by court order.

*Board action 1980-81 and 1981-82.

Source: Annual records, Department of Equal Educational Opportunity.

AVERAGE CLASS SIZE*
ELEMENTARY AND SECONDARY SCHOOLS

Elementary Schools

Grades	1982-83	1983-84	1984-85	1985-86
Kindergarten	24.1	23.8	25.0	25.7
First	24.1	21.2	21.7	22.0
Second	24.2	21.4	22.8	22.0
Third	24.5	22.2	22.6	22.6
Fourth	30.1	25.8	26.2	25.5
Fifth	31.0	26.4	26.7	26.1
Sixth	31.7	26.8	27.4	27.4

Junior High Schools

Subject Area	1982-83	1983-84	1984-85	1985-86
Social Studies	29.1	28.3	30.1	29.8
Science	30.5	28.4	30.3	28.6
Mathematics	27.0	27.9	27.6	26.0
Language Arts	23.5	22.6	23.7	24.6
Physical Education	45.8	38.3	44.9	45.6
Art	28.7	24.4	29.3	29.1
Foreign Language	26.1	26.2	27.6	26.8
Music	31.9	29.3	31.9	30.7

Senior High Schools

Subject Area	1982-83	1983-84	1984-85	1985-86
Social Studies	28.3	29.8	28.7	27.8
Science	26.8	30.2	29.3	26.9
Mathematics	27.2	26.3	28.6	25.8
Language Arts	23.1	23.4	23.6	21.6
Physical Education	37.9	47.3	38.9	37.2
Art	25.8	28.1	26.0	27.3
Foreign Language	26.0	27.2	27.4	27.3
Music	30.2	32.0	29.1	29.3

* Average class size for elementary schools has been computed by dividing student membership by the number of full-time equivalent teachers. For secondary schools, class size has been computed for each subject area by dividing total number of assigned seats (membership by subject area) by the number of full-time equivalent teachers.

Source: Elementary: Course Code Surveys, (As of October), Office of Educational Accountability.

Secondary: Master Seat Inventory File, (As of October), Department of Management Information Systems.

EDUCATIONAL PROGRAMS AND SERVICES

STUDENTS SERVED IN CHAPTER I AND COMPENSATORY EDUCATION PROGRAMS
1985-86

The tables below provide data on the services provided under the Education Consolidation and Improvement Act (ECIA) , Chapter I and the State Compensatory Education programs. Chapter I of ECIA is a federally funded program intended to provide intensive basic skills instruction to low-achieving pupils in low-income communities. The State Compensatory Education program is a state funded program which provides supplementing basic skills instruction to low-achieving students directed toward mastery of state minimum performance standards and district performance objectives. The State Compensatory Education program is not restricted to low-income pupils.

The data for elementary schools indicate the actual number of students served in the two programs. The data for junior, senior, and alternative centers reflect the number of students served in the reading and/or math programs (one child could be counted twice if that child is served in both the reading and math programs). In elementary schools, an eligible child is automatically served in both the reading and math programs.

ECIA CHAPTER I PROGRAM	NUMBER OF STUDENTS
Elementary Schools	21,165
Junior High Schools	1,005
Senior High Schools	-
Alternative Centers	811
STATE COMPENSATORY EDUCATION PROGRAM	
Elementary Schools	5,941
Junior High Schools	5,330
Senior High Schools	3,043
Alternative Centers	-

Note: District and School Profiles, 1985-86 (published in April 1986) provides data on the number of students served by the above programs at each Dade County Public School.

Source: Annual records, Bureau of Governmental Relations.

STUDENTS SERVED IN EXCEPTIONAL STUDENT PROGRAMS
1985-86

PROGRAM	WHITE	BLACK	HISPANIC	ASIAN	AMER. INDIAN	TOTAL COUNT	TOTAL MALE	TOTAL FEMALE
Educable Mentally Handicapped	220	847	513	10		1590	927	663
Trainable Mentally Handicapped	141	235	248	6		630	387	243
Physically Handicapped	105	122	157	1		385	205	180
Physical/Occupational Therapy PT	2	1	2			5	1	4
Speech/Language and Hearing PT	1277	1266	1389	55	2	3989	2591	1398
Speech/Language and Hearing	50	111	134	3		298	166	132
Visually Handicapped PT	18	10	12			40	26	14
Visually Handicapped	23	38	31	2		94	67	27
Emotionally Handicapped PT	140	118	101	3		362	287	75
Emotionally Handicapped	271	315	204	2		792	696	96
Specific Learning Disability PT	1415	1511	1935	21	3	4885	3497	1388
Specific Learning Disability	1029	2066	2158	14	1	5268	3945	1323
Gifted PT	2365	499	433	87		3384	1832	1552
Hospital/Homebound PT	1					1		1
Profoundly Handicapped	319	272	247	5		843	605	238
Total Students Reported	7376	7411	7564	209	6	22566	15232	7334

Source: Fall Student Survey, October 1985, Office of Educational Accountability.

EXCEPTIONAL STUDENT CENTERS
1985-86

Exceptional Student Education Centers are schools housing in excess of nine exceptional student classes. The center schools offer the related service programs of Speech/Language Therapy, Occupational and Physical Therapy, as well as educational programming based on each student's Individualized Educational Plan (IEP).

NORTH AREA

Elementary Level
- Biscayne Gardens
- Bunche Park
- Scott Lake

Junior High Level
- Jefferson, Thomas

Senior High Level
- Miami Carol City

SOUTH CENTRAL AREA

Elementary Level
- Auburndale
- Kensington Park
- Merrick
- Tropical
- Sunset
- Flagler

Junior High Level
- Citrus Grove
- Riviera
- South Miami

Senior High Level
- Miami Sunset

NORTH CENTRAL AREA

Elementary Level
- Arcola Lake
- Earhart, Amelia
- Edison Park
- Poinciana Park

Junior High Level
- Brownsville
- Hialeah
- Madison

Senior High Level
- Miami Central

SOUTH AREA

Elementary Level
- Cooper
- Gulfstream
- Howard Drive
- Palmetto
- West Homestead

Junior High Level
- Centennial
- Cutler Ridge
- Redland

Senior High Level
- Miami Southridge

Source: Annual records, Division of Student Services.

ENROLLMENT IN BILINGUAL PROGRAMS
1980-81 to 1985-86

Program	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
ESOL*						
Elementary	19,351	19,084	18,170	17,928	17,757	20,023
Secondary	6,888	7,272	6,690	4,323	4,494	4,412
Spanish-S (K-12)	44,404	45,834	49,881	49,758	52,296	58,242
Elementary Spanish SL	26,662	22,143	38,138	37,120	37,557	37,906
Secondary Spanish FL	8,898	8,322	8,042	9,041	11,271	13,840
BCC** (Elementary)	16,918	19,073	19,044	18,000***	17,800***	20,200***

*ESOL - English for Speakers of Other Languages.

**BCC - Bilingual Curriculum Content. Includes some students who are not limited English proficient attending bilingual schools.

***Estimated.

Source: Department of Bilingual/Foreign Language Education.

ATTENDANCE AND SOCIAL WORK SERVICE
(SELECTED DATA)
1984-85

Number of Referrals

Class Cutting	10,149
Excessive Absences - Satisfactory	843
Excessive Absences - Unsatisfactory	3,950
Tardiness, Excessive	4,813
Nonattendance	1,970
Referred to visiting teacher	1,390
	23,115

Number of Parent/VT Contacts

Address Verification	879
Home Visit	6,683
Letter to Parents	3,137
Social History	2,647
	13,346

Number of Referrals to Community Resources

Referred to Community Agency (Action and Service)	1,485
Referred to HRS	812
Referred to Police	397
	2,694

Note: Comparable data for prior years is not available. The 1984-85 school year was the first year for systemwide implementation of a new computerized Student Case Management reporting system.

The referrals/contacts listed above are part of the official district data. It is to be noted, however, that schools have some discretion in reporting these instances; hence, the above numbers may not necessarily account for every incident. The major disciplinary actions that have to be reported are shown on page 55.

Source: Student Case Management Batch Reports, Department of Management Information Systems and Office of Student Support Programs.

LIBRARY MEDIA SERVICES
STATISTICS FOR SCHOOL MEDIA CENTERS
1983-84 and 1984-85

	ELEMENTARY		JUNIOR HIGH		SENIOR HIGH		SPECIAL CENTERS		DISTRICT TOTALS	
	1983-84	1984-85	1983-84	1984-85	1983-84	1984-85	1983-84	1984-85	1983-84	1984-85
COLLECTIONS										
Total Library Books in Media Centers	1,469,118	1,439,225	670,104	650,475	665,347	618,938	45,323	48,982	2,849,892	2,757,620
Average Library Books Per School	8,347	8,178	14,567	13,840	27,773	25,789	5,036	4,898		
Average Library Books Per Pupil	12	12	12	12	15	13	ND	8		
Total Library Books Acquired	83,110	78,263	51,297	43,765	21,293	16,458	5,436	3,112	161,136	141,598
Average Library Books Acquired Per School	472	447	1,115	931	887	686	604	311		
Average Library Books Acquired Per Pupil	0.69	.66	0.91	.79	0.48	.35	ND	.51		
Library Books Discarded	59,632	83,406	45,846	34,955	22,815	26,121	2,297	2,136	130,590	146,618
Books Checked Out, Lost, Paid For	4,693	4,708	1,926	1,817	2,013	2,485	121	80	8,753	9,090
Books Checked Out, Lost, Not Paid For	12,203	13,093	3,419	5,114	4,327	4,935	838	926	20,787	24,068
Books Missing, Not Accounted For	11,562	19,284	10,068	11,774	8,067	5,019	302	301	29,999	36,378
Total Periodical and Newspaper Subscription	6,879	5,457	3,328	3,132	3,404	3,296	511	728	14,122	12,613
Average Periodical Subscriptions Per School	39	31	71	67	149	137	57	73		
Total Audiovisual Materials	338,269	319,702	172,041	175,628	127,195	89,733	14,361	17,435	651,866	602,498
Average Audiovisual Materials Per School	1,922	1,817	3,740	3,737	5,300	3,627	1,596	1,744		
Total Audiovisual Equipment	31,934	32,177	10,619	11,462	18,342	8,821	2,107	1,382	63,002	53,842
Average Audiovisual Equipment Per School	181	183	231	244	764	368	234	138		
CIRCULATION										
Total Print Materials Checked Out	3,432,722	3,557,299	455,300	606,958	466,025	480,868	44,454	34,071	4,398,501	4,679,196
Average Print Materials Checked Out Per School	19,504	20,212	9,898	12,914	19,418	20,036	4,939	3,407		
Average Print Materials Checked Out Per Pupil	29	31	8	11	11	11	ND	6		
Total Nonprint Materials Checked Out	649,165	670,650	209,762	197,795	209,908	230,926	78,845	61,031	1,147,680	1,160,402
Average Nonprint Materials Checked Out Per School	3,688	3,811	4,560	4,208	8,746	9,622	8,761	610		
MEDIA CENTER ATTENDANCE										
Total Media Center Attendance	4,362,479	3,287,221	1,299,407	14,441,158	1,771,329	1,718,906	200,876	153,637	7,634,091	6,603,922
Average Media Center Attendance Per School	24,787	18,677	28,248	30,727	73,805	71,621	22,320	22,320		
Average Media Center Attendance Per Pupil	37	38	23	26	40	37	ND	34		
LIBRARY MEDIA EXPENDITURES										
Total Library Media Expenditures	$743,668	$1,037,743	$435,919	$553,718	$476,851	$423,253	$89,626	$73,276	$1,746,064	$2,087,990
Average Library Media Expenditures Per School	4,225	5,876	9,477	11,781	19,869	17,635	9,958	7,327		
Average Library Media Expenditures Per Pupil	7.11	8.85	8.00	10.01	9.98	9.56	ND	11.56		
Average Cost Per New Library Book	7.21	7.92	7.76	8.52	10.67	11.73				

Source: Annual School Media Center Statistics and Inventory Reports, Division of Educational Media Programs.

ADULT/VOCATIONAL SCHOOLS
1985-86

The Dade County Public Schools' adult education program serves the adult population through a variety of programs organized to give adults the opportunity for personal improvement and enrichment to enable them to participate more effectively in a changing society. Programs offered at adult education centers include: elementary classes for adults, high school courses, adult occupational preparation courses and various vocational programs. At present, 17 of Dade's 24 high schools operate adult education programs.

SENIOR HIGH ADULT EDUCATION CENTERS BY AREA

NORTH AREA

American Adult Education Center
Hialeah-Miami Lakes Adult Education Center
Miami Carol City Adult Education Center
North Miami Adult Education Center

SOUTH CENTRAL AREA

Coral Gables Adult Education Center
Miami Coral Park Adult Education Center
Miami Senior Adult Education Center
Miami Sunset Adult Education Center

NORTH CENTRAL AREA

Hialeah Adult Education Center
Miami Central Adult Education Center*
Miami Jackson Adult Education Center
Miami Northwestern Adult Education Center

SOUTH AREA

Miami Palmetto Adult Education Center
South Dade Adult Education Center
Miami Southridge Adult Education tion Center
Southwest Miami Adult Education Center

OTHER ADULT/VOCATIONAL CENTERS

George T. Baker Aviation School
Lindsey Hopkins Technical Ed. Ctr.
Miami Skill Center
Miami Dorsey Skill Center
South Dade Skill Center
Miami Agricultural School
English Center
Miami-Lakes Voc. Technical Ed. Ctr.
Robert Morgan Voc. Tech. Institute
Ida Fisher Adult Education Center

*Operates as a satelite program of Miami Northwestern.

Source: Annual records, Office of Vocational, Adult, and Community Education.

COMMUNITY SCHOOLS
1985-86

Community schools provide the community with educational, cultural, and recreational services beyond those offered through the regular elementary and secondary school program. This process provides a means by which resources of the school system and the community are mobilized to provide a total learning climate. Activities provided range from children's afternoon enrichment programs to classes offered for adults and senior citizens. Community schools are distinguished from adult schools in that: 1) community schools offer programs mainly of a cultural and recreational nature, and no high school credit is awarded, and 2) community schools are funded primarily by tuition fees, grants, and donations.

NORTH AREA

Elementary Level
- Biscayne
- Carol City
- Fienberg, L.D.
- Ives, Madie
- North County
- Oak Grove
- Palm Springs North
- Treasure Island

Junior High Level
- Norland
- North Miami

Senior High Level
- Miami Beach
- North Miami Beach

NORTH CENTRAL AREA

Elementary Level
- Evans, L.C.
- Franklin, Benjamin
- Little River
- Lorah Park
- Miami Springs
- Thena Crowder
- Shadowlawn
- South Hialeah

Junior High Level
- Allapattah
- Drew, Charles
- Filer, Henry H.
- Hialeah

Senior High Level
- Miami Edison
- Miami Northwestern
- Miami Springs

SOUTH CENTRAL AREA

Elementary Level
- Dunbar
- Emerson
- Fairlawn
- Key Biscayne
- Merrick
- Riverside
- Silver Bluff
- Sylvania Heights

Junior High Level
- Carver, G.W.
- Kinloch Park
- McMillan
- Ponce de Leon
- Riviera
- Shenandoah
- South Miami
- Thomas, W.R.
- Washington, B.T.
- West Miami

SOUTH AREA

Elementary Level
- Devon Aire
- Floyd, Gloria
- Naranja
- Richmond

Junior High Level
- Cutler Ridge
- Homestead
- Richmond Heights

High School Level
- Miami Palmetto

Source: Annual records, Office of Vocational, Adult, and Community Education.

DROPOUT IDENTIFICATION/REDUCTION PROGRAMS AND ACTIVITIES

The Dade County Public Schools utilize the Potential Dropout Profile developed by the Department of Management Information Systems to identify "at risk" students. Upon identification, students who seem to be most prone to dropping out of school are selected by administrators, teachers, counselors, and the occupational/placement specialists for therapy. Special programs have been designed by secondary school level personnel as well as by district level personnel to reduce/prevent students from dropping out of school. A description of the major programs and estimated student participation during 1985-86 follows:

	Estimated Participants
OCCUPATIONAL SPECIALISTS TARGET POTENTIAL DROPOUTS: Using the established dropout profile, the occupational specialist in each secondary school designates a group of 30 potential dropouts. These students are recorded in the Student Case Management System (SCMS), and services provided by student services, academic, and vocational personnel are entered into SCMS. A report is given to each school regarding services provided to these students, including curricular offerings to serve their needs.	2,200
PROJECT TRIO: This is a three-component program operating in eighteen selected schools. The three components are academic support services, a student support team, and career exploratory and job shadowing models.	450
STUDENTS WORKING INTELLIGENTLY TO COMBAT HIGH EDUCATIONAL DEFICIENCIES (SWITCHED): SWITCHED is a youth-assisted program designed to improve attendance and academic school achievement. A cadre of four academically stable students from seventeen schools are trained in "peer counseling" techniques and meet five times a school year to plan strategies. Each team counsels potential dropouts at its home school before school, during lunch break, and after school.	70
VOCATIONAL INTERDISCIPLINARY PROGRAM (VIP) FOR POTENTIAL DROPOUTS - (ROBERT MORGAN VOCATIONAL/TECHNICAL CENTER): This program is available to high-risk students in grade 10 who volunteer to attend this school on the site of Robert Morgan Vocational/Technical Center. These students have exhibited high absenteeism, tardiness, and unsatisfactory academic performance. Students receive instruction in academic and vocational subjects, develop employability skills, and participate in a work/study program.	100

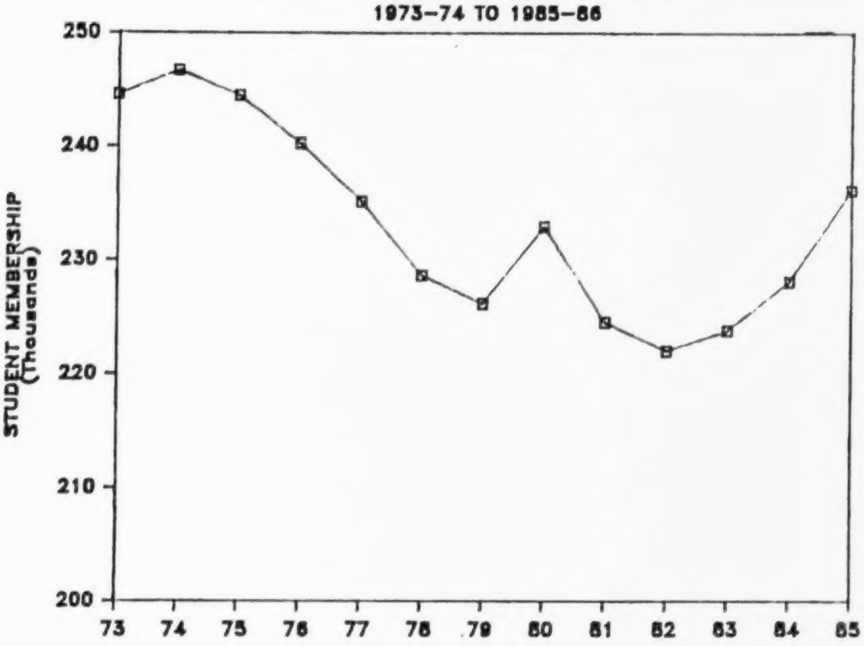
	Estimated Participants
REPO (RECRUITMENT INTO AN EDUCATIONAL PROGRAM THROUGH OUTREACH): This program attempts to "reclaim" dropouts into an appropriate educational setting, including, but not limited to, the Vocational Interdisciplinary Program (VIP). The program recruiter obtains involvement and commitment of business/industry to publicize the various adult, skill centers, and secondary school programs through which former students can re-enter the educational system.	Varies
TRUANCY PREVENTION PROJECT: This program is being implemented in the Miami Coral Park Senior High School feeder pattern. The purpose of this project is to improve the present truancy situation that exists in this feeder pattern. It is a total effort by different community agencies to improve attendance and reduce the number of truants. Two part-time school/community liaison positions have been established to support this effort.	Varies
ACADEMY FOR COMMUNITY EDUCATION: The Academy for Community Education is a program for predelinquent youngsters who are disruptive, unsuccessful and/or disinterested in the regular school environment. The program is located at Merrick Educational Center. Placement is determined by grades, achievement test scores, suspensions, disciplinary problems, and excessive absences. A behavior modification system is used to reward students who meet program standards in attendance, conduct, and academic achievement.	130
STUDENT AT RISK PROGRAM (SARP): This program is designed to provide intensive high-interest instruction, close supervision, and counseling services to eighth grade and/or tenth grade "high risk" students. These students exhibit poor academic skills, have attendance problems, and have exhibited poor behavior in the past. Course offerings include language arts, mathematics, science, physical education, and two electives. A teacher is assigned to no more than 14 students and is responsible for one-to-one group counseling, monitoring attendance, parent conferences, assisting students in course selection and job placement, and generally being a friend and confidant to the students.	Varies

Source: Office of Student Support Programs.

STUDENTS

STUDENT MEMBERSHIP

1973-74 TO 1985-86



FIRST MONTH STUDENT MEMBERSHIP BY GRADE LEVEL
1973-74 to 1985-86

Year	First Month						Total
	Pre-Kdg.	Kdg.	Elem. (1-6)	Junior (7-9)	Senior (10-12)	Off-Campus Programs For Alternative and Exceptional Ed. K-12	
1973-74		12,202	115,768	61,981	54,617	NA	244,568
1974-75		13,675	112,934	63,400	55,806	924	246,739
1975-76		14,364	109,379	64,732	55,746	218	244,439
1976-77		14,548	105,212	64,793	55,441	254	240,248
1977-78		13,485	103,526	62,430	55,375	307	235,123
1978-79		12,738	102,773	59,676	52,919	486	228,592
1979-80		12,775	103,833	57,672	51,459	416	226,155
1980-81	268	13,201	109,760	58,065	51,139	518	232,951
1981-82	224	13,108	105,980	56,051	48,571	646	224,580
1982-83	237	12,858	104,402	56,237	47,579	746	222,058
1983-84	228	12,823	105,009	57,116	47,875	803	223,854
1984-85	264	14,227	106,117	58,926	47,624	904	228,062
1985-86	280	15,882	109,401	60,449	48,809	1,306	236,127

Source: Current year-Fall Student Survey, October 1985, Office of Educational Accountability.

Prior years - Historical records, Office of Educational Accountability.

SUMMARY DISTRIBUTION OF STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL

(FIRST MONTH MEMBERSHIP)

1985-86

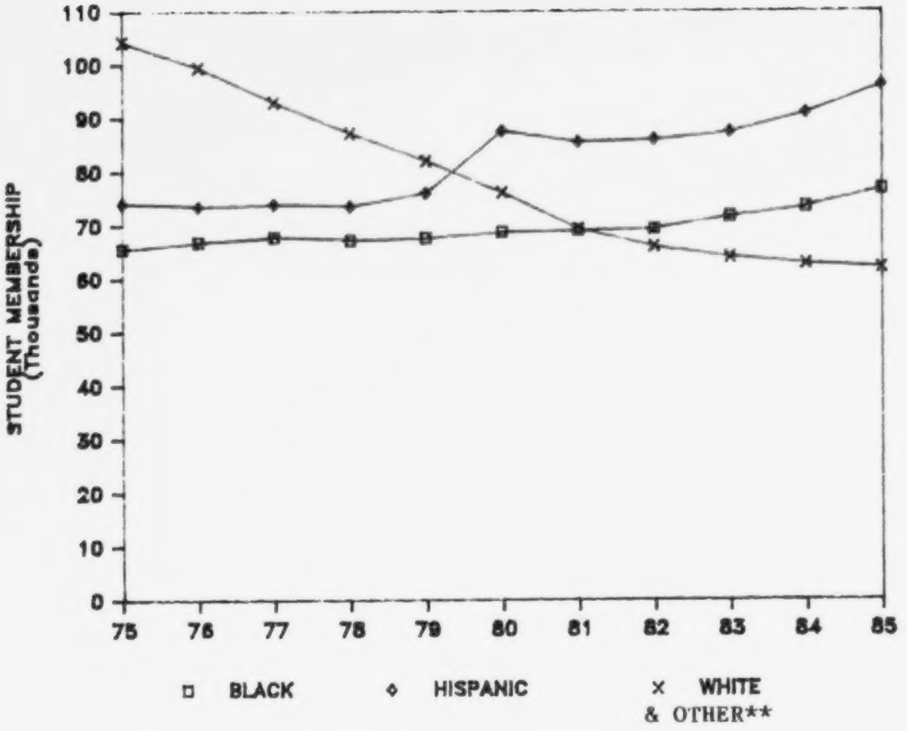
GRADE	WHITE NON-HISPANIC	%	BLACK NON-HISPANIC	%	HISPANIC	%	ASIAN/ PACIFIC ISLANDER	%	AMERICAN INDIAN/ ALASKAN NATIVE	%	TOTAL MEMBERSHIP	TOTAL MALE	%	TOTAL FEMALE	%
Pre-Kindergarten	75	26.8	99	35.4	102	36.4	4	1.4			280	167	59.6	113	40.4
Kindergarten	3,842	24.1	5,884	37.0	6,060	38.1	126	.8	9	.06	15,921	8,323	52.3	7,598	47.7
First	4,337	23.7	6,610	36.2	7,139	39.1	178	1.0	5	.03	18,269	9,568	52.4	8,701	47.6
Second	3,998	22.8	6,225	35.6	7,087	40.5	187	1.1	7	.04	17,504	9,217	52.7	8,287	47.3
Third	4,256	23.5	6,011	33.1	7,705	42.5	150	.8	12	.07	18,134	9,374	51.7	8,760	48.3
Fourth	4,206	23.1	5,837	32.0	7,995	43.8	199	1.1	2	.01	18,239	9,569	52.5	8,670	47.5
Fifth	4,290	23.1	5,915	31.8	8,155	43.9	208	1.1	9	.05	18,577	9,671	52.1	8,906	47.9
Sixth	4,481	23.8	6,103	32.4	8,031	42.7	212	1.1	2	.01	18,829	9,859	52.4	8,970	47.6
Seventh	4,773	23.0	7,166	34.5	8,572	41.3	240	1.2	8	.04	20,759	11,135	53.6	9,624	46.4
Eighth	4,871	24.8	6,329	32.2	8,215	41.8	212	1.1	5	.03	19,632	10,225	52.1	9,407	47.9
Ninth	5,441	26.3	6,704	32.4	8,287	40.1	227	1.1	2	.01	20,661	10,573	51.2	10,088	48.8
Tenth	5,727	28.8	5,841	29.3	8,104	40.7	224	1.1	7	.04	19,903	10,194	51.2	9,709	48.8
Eleventh	5,211	31.8	4,779	29.2	6,170	37.7	200	1.2	4	.02	16,364	8,159	49.9	8,205	50.1
Twelfth	4,303	33.0	3,738	28.6	4,839	37.1	172	1.3	3	.02	13,055	6,355	48.7	6,700	51.3
Total	59,811	25.3	77,241	32.7	96,461	40.9	2,539	1.1	75	.03	236,127	122,389	51.8	113,738	48.2

Note: Percentages may not total 100 due to rounding.

Source: Fall Student Survey, October 1985, Office of Educational Accountability.

ETHNIC COMPOSITION OF STUDENT POPULATION *

TREND



	BLACK NON-HISPANIC	HISPANIC	WHITE & OTHER**
1975-76	65,707	74,128	104,386
1976-77	66,912	73,575	99,507
1977-78	67,831	73,968	93,017
1978-79	67,281	73,600	87,225
1979-80	67,644	76,054	82,041
1980-81	68,808	87,548	76,077
1981-82	69,072	85,505	69,357
1982-83	69,340	85,960	66,013
1983-84	71,656	87,396	63,999
1984-85	73,461	90,938	62,759
1985-86	76,737	96,081	62,003

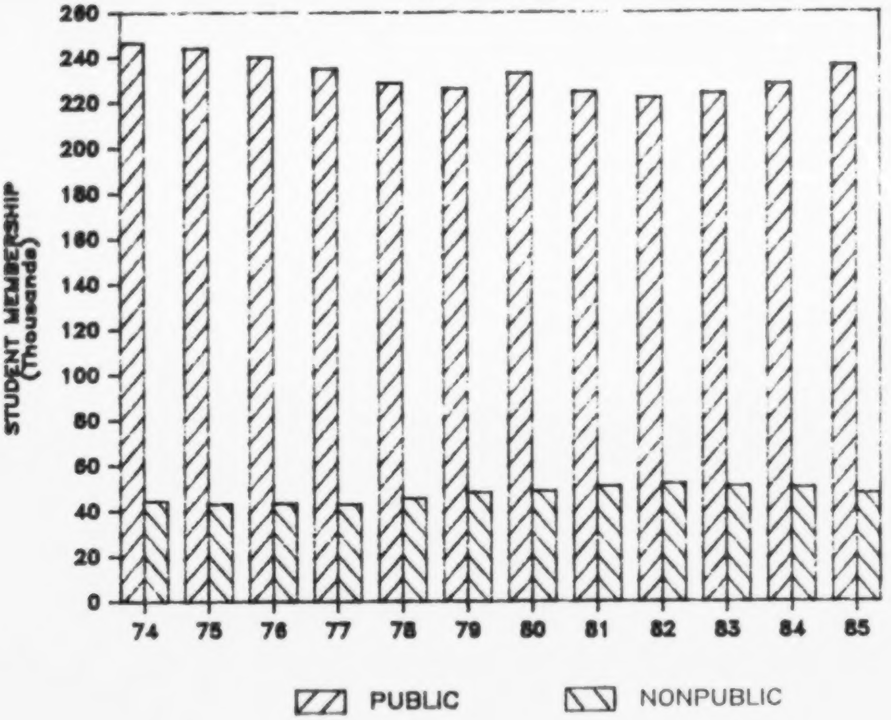
*Does not include students enrolled in off-campus programs for alternative and exceptional student education.

**Includes Asians and American Indians.

Source: Current year - Fall Student Survey, October 1985, Office of Educational Accountability.

Prior years - Historical records, Office of Educational Accountability.

TOTAL NUMBER OF SCHOOL AGE CHILDREN IN PUBLIC AND NON-PUBLIC SCHOOLS
(FALL MEMBERSHIP)
1974 - 1985



Year	Public School		Non-public School		Total	
	Number*	%	Number	%	Number	%
1974	246,739	84.7	44,498	15.3	291,237	100
1975	244,439	85.0	43,218	15.0	287,657	100
1976	240,248	84.7	43,541	15.3	283,789	100
1977	235,123	84.5	43,062	15.5	278,185	100
1978	228,592	83.3	45,780	16.7	274,372	100
1979	226,155	82.4	48,218	17.6	274,373	100
1980	232,951	82.7	48,785	17.3	281,736	100
1981	224,580	81.6	50,780	18.4	275,360	100
1982	222,058	81.0	52,053	19.0	274,111	100
1983	223,854	81.5	50,776	18.5	274,630	100
1984	228,062	81.9	50,255	18.1	278,317	100
1985	236,127	83.2	47,642	16.8	283,769	100

*Totals include pre-kindergarten and Alternative and Exceptional Student education programs.

Source: Public school membership - Office of Educational Accountability
Non-public school membership - Attendance Services.

MEMBERSHIP OF PUBLIC AND NON-PUBLIC SCHOOLS IN DADE BY GRADE GROUPS

(FALL MEMBERSHIP)
1974 TO 1985

	K		1-6		7-9		10-12		K-12 *	
	Number	%	Number	%	Number	%	Number	%	Number	%
1974										
Public Schools	13,675	5.6	112,934	45.9	63,400	25.8	55,806	22.7	245.815	100
Non-Public Schools	4,616	10.4	21,984	49.4	11,603	26.1	6,295	14.1	44,498	100
1975										
Public Schools	14,364	5.9	109,379	44.8	64,732	26.5	55,746	22.8	244,221	100
Non-Public Schools	3,564	8.2	20,947	48.5	11,844	27.4	6,863	15.9	43,218	100
1976										
Public Schools	14,548	6.1	105,212	43.8	64,793	27.0	55,441	23.1	239,994	100
Non-Public Schools	4,239	9.7	20,428	46.9	11,478	26.4	7,396	17.0	43,541	100
1977										
Public Schools	13,485	5.7	103,526	44.1	62,430	26.6	55,375	23.6	234,816	100
Non-Public Schools	4,219	9.8	19,902	46.2	11,595	26.9	7,346	17.1	43,062	100
1978										
Public Schools	12,738	5.6	102,773	45.1	59,676	26.2	52,919	23.2	228,106	100
Non-Public Schools	4,827	10.5	21,041	46.0	11,746	25.7	8,166	17.8	45,780	100
1979										
Public Schools	12,775	5.7	103,833	46.0	57,672	25.5	51,459	22.8	225,739	100
Non-Public Schools	4,914	10.2	22,556	46.8	11,569	24.0	9,179	19.0	48,218	100
1980										
Public Schools	13,201	5.7	109,760	47.3	58,065	25.0	51,139	22.0	232,165	100
Non-Public Schools	5,047	10.3	23,267	47.7	11,411	23.4	9,060	18.6	48,785	100
1981										
Public Schools	13,108	5.9	105,980	47.4	56,051	25.1	48,571	21.7	223,710	100
Non-Public Schools	5,947	11.7	24,067	47.4	11,572	22.8	9,194	18.1	50,780	100
1982										
Public Schools	12,858	5.8	104,402	47.2	56,237	25.4	47,579	21.5	221,076	100
Non-Public Schools	7,039	13.5	23,981	46.1	11,995	23.0	9,038	17.4	52,053	100
1983										
Public Schools	12,823	5.8	105,009	47.1	57,116	25.6	47,875	21.5	222,823	100
Non-Public Schools	7,323	14.4	23,385	46.0	11,354	22.4	8,714	17.2	50,776	100
1984										
Public Schools	14,227	6.3	106,117	46.8	58,926	25.9	47,624	21.0	226,894	100
Non-Public Schools	8,111	16.1	22,118	44.0	11,194	22.3	8,832	17.6	50,255	100
1985										
Public Schools	15,882	6.8	109,401	46.6	60,449	25.8	48,809	20.8	234,541	100
Non-Public Schools	7,924	16.7	21,015	44.1	10,399	21.8	8,304	17.4	47,642	100

*Totals do not include pre-kindergarten and students enrolled in off-campus alternative and exceptional student education programs.

Sources: Public school membership - Office of Educational Accountability
Non-public school membership - Attendance Services.

ENROLLMENT IN ADVANCED LEVEL COURSES

1985-86

The tables on the following two pages provide data on the number of students enrolled in advanced level courses in secondary schools as of February 18, 1986. The first two columns show the course identification number (the letter H indicates that the course is designated as Honors and the letter A, that the course is Advanced Placement) and course title. The remaining columns show the number of students enrolled in each advanced course and the students' ethnicity and gender. At the conclusion of the table, a total of districtwide enrollment in all advanced level courses is provided. Also included at the conclusion of the table is a computation that shows the enrollment in advanced level courses as percent of total student periods (excluding optional seventh period). Total student periods were computed by multiplying total student membership in grades 9 to 12 in each of the ethnic/gender categories by six. The percentage was computed by dividing enrollment in advanced courses by total student periods in each of the ethnic/gender categories. This analysis shows that the participation in the advanced level courses by students in the various ethnic/gender categories was as shown below. (The numbers in parenthesis show percent participation in advanced level courses during 1984-85).

Black	4.8%	(3.5)
White	14.0	(11.2)
Hispanic	6.0	(4.8)
American Indian	5.2	(.8)
Asian	25.1	(20.2)
Total Male	7.4	(5.9)
Total Female	9.1	(7.3)
Districtwide Total	8.2	(6.6)

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 18, 1986)

COURSE	COURSE TITLE	BLACK MALE	BLACK FEMALE	WHITE MALE	WHITE FEMALE	HISPANIC MALE	HISPANIC FEMALE	INDIAN MALE	INDIAN FEMALE	ASIAN MALE	ASIAN FEMALE	TOTAL MALE	TOTAL FEMALE	TOTAL
010030001A	ADVANCED PLACEMENT ART-HISTORY OF ART		9	16	20	7	4			1	2	24	35	59
010430001A	ADVANCED PLACEMENT ART-DRAWING PORTFOLIO	12		11	6	14	13			1		38	19	57
010930001A	ADVANCED PLACEMENT ART-GENERAL PORTFOLIO	9	8	9	15	17	11			3	4	38	38	76
010931001H	PORTFOLIO I			4	7		2					4	9	13
020032001A	ADVANCED PLACEMENT COMPUTER SCIENCE	5	3	85	16	35	3			15	2	140	24	164
020432001H	COMPUTER PROGRAMMING III	7	2	57	11	37	6			5		106	19	125
050032001H	EXECUTIVE INTERNSHIP III // HONORS	1	4	22	22	6	8					29	34	63
050033001H	EXECUTIVE INTERNSHIP IV // HONORS	1	3	20	17	5	9					26	29	55
070133001H	FRENCH II	8	20	13	32	74	149			3	6	98	207	305
070134001H	FRENCH III	9	19	12	39	21	107				4	42	169	211
070135001H	FRENCH IV	3	4	5	15	12	22					20	41	61
070136001H	FRENCH V	2	1		1	1	4					3	6	9
070138001A	ADVANCED PLACEMENT-FRENCH LANGUAGE	5	11	17	37	17	38				1	39	87	126
070233001H	GERMAN II	3	1	14	14	6	2			1	1	24	18	42
070234001H	GERMAN III	1	2	11	5	5	4					17	11	28
070235001H	GERMAN IV	1		4	2	1	1					6	3	9
070238001A	ADVANCED PLACEMENT-GERMAN LANGUAGE			4	6							4	6	10
070432001H	HEBREW III			6	3	2						8	3	11
070433001H	HEBREW IV			1	2	1	1					2	3	5
070434001H	HEBREW V			2	3							2	3	5
070533001H	ITALIAN II		1	2	3	8	38				1	10	43	53
070534001H	ITALIAN III					3	14				1	3	15	18
070631001H	LATIN II	1	1	7	12	4	1					12	14	26
070632001H	LATIN III				3								3	3
070636001A	ADVANCED PLACEMENT LATIN; CATULLUS-HORACE			7	2	3	2			1		11	4	15
070637001A	ADVANCED PLACEMENT - LATIN; VERGIL			6	4						1	6	5	11
070835001H	SPANISH II	19	77	101	167	13	12			7	10	140	266	406
070836001H	SPANISH III	17	51	102	157	10	28			5	9	134	245	379
070837001H	SPANISH IV	3	19	43	69	13	20			2	6	61	114	175
070838001H	SPANISH V	2	9	10	23	5	6			1	2	18	40	58
070839001H	SPANISH VI			2	1		1					2	2	4
070840001A	ADVANCED PLACEMENT - SPANISH LANGUAGE	1	4	29	44	48	121			2	3	80	172	252
070841001A	ADVANCED PLACEMENT - SPANISH LITERATURE			2	4	34	95				1	36	100	136
070932001H	SPANISH FOR SPANISH-SPEAKERS III	1		3	2	51	88					55	90	145
070933001H	SPANISH FOR SPANISH-SPEAKERS IV				1	31	77					31	78	109
070934001H	SPANISH FOR SPANISH-SPEAKERS V			1	1	9	14					10	15	25
100132001H	ENGLISH HONORS I	146	314	507	640	242	342			34	36	929	1332	2261
100132002H	ENGLISH HONORS I / GIFTED		2	21	16		4			1	1	22	23	45
100135001H	ENGLISH HONORS II	127	294	370	544	187	278	1		24	34	709	1150	1859
100138001H	ENGLISH HONORS III	118	219	332	447	152	251			17	27	619	944	1563
100141001H	ENGLISH HONORS IV	47	151	212	293	148	182			11	6	418	632	1050
100142001A	ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION	20	50	85	120	40	55			2	4	147	229	376
100143001A	ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION	20	47	111	183	64	89			16	14	211	333	544
100735001H	DEBATE III	3	3	35	25	15	5			2		55	33	88
100736001H	DEBATE IV		3	16	16		2					16	21	37
120032001H	ALGEBRA I HONORS	119	173	433	455	292	337		2	47	25	891	992	1883
120032002H	ALGEBRA I HONORS/GIFTED			2	2							2	2	4
120034001H	ALGEBRA II HONORS	88	197	436	398	206	187			44	41	774	823	1597
120035001H	LINEAR ALGEBRA		1	5	2	4				4	1	13	4	17
120036001H	ABSTRACT ALGEBRA	1	2	4	1	11	2			3	1	19	6	25

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 18, 1986)

COURSE	COURSE TITLE	BLACK		WHITE		HISPANIC		INDIAN		ASIAN		TOTAL		
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
120230001H	CALCULUS	9	18	67	51	19	24			3	6	98	99	197
120231001A	ADVANCED PLACEMENT CALCULUS AB	12	19	140	104	69	44			21	15	242	182	424
120232001A	ADVANCED PLACEMENT CALCULUS BC	1		46	24	10	7			10	4	67	35	102
120430001H	DIFFERENTIAL EQUATIONS			5	1							5	1	6
120632001H	GEOMETRY HONORS	61	118	382	349	187	184			38	27	668	678	1346
120633001H	ANALYTIC GEOMETRY	46	53	151	127	61	65			13	8	271	253	524
130033001A	ADVANCED PLACMENT MUSIC THEORY			3	4	1					1	4	5	9
130034001A	ADVANCED PLACEMENT MUSIC LISTENING AND LITERATURE	5	6	16	13	1	2					22	21	43
130249001H	INSTRUMENTAL ENSEMBLE IV	1	1	44	36	18	7			1		64	44	108
130347001H	VOCAL ENSEMBLES IV	3	4	20	26	6	8		1	1	2	30	41	71
170032001H	RESEARCH III				1	18	14					18	15	33
170033001H	RESEARCH IV	5	2	23	14	8	6			1	2	37	24	61
170034001H	RESEARCH V // COMMUNITY LABORATORY RESEARCH, GRADE 11 (HONORS)	4	7	23	14	6	5			2	2	35	28	63
170035001H	RESEARCH VI // COMMUNITY LABORATORY RESEARCH, GRADE 12 (HONORS)		1	18	6	4	8			4	1	26	16	42
200032001H	BIOLOGY I HONORS	169	328	757	723	354	380	1		49	48	1330	1479	2809
200032002H	BIOLOGY I HONORS/GIFTED		1	16	8		4			1		17	13	30
200033001H	BIOLOGY II	8	23	10	10	8	8			1		27	41	68
200034001A	ADVANCED PLACEMENT BIOLOGY	8	27	130	140	56	74			8	13	202	254	456
200036001H	ANATOMY AND PHYSIOLOGY HONORS	47	166	179	289	71	143			8	10	305	608	913
200038001H	ECOLOGY	55	46	39	41	40	40				2	134	129	263
200040001H	MARINE BIOLOGY	17	20	38	25	4	2			2	1	61	48	109
200102001H	M/J EARTH/SPACE SCIENCE, ADVANCED	7	15	11	14	19	22			1		38	51	89
200132001H	EARTH/SPACE SCIENCE HONORS		1	12	13	2					1	14	15	29
200332001H	PHYSICAL SCIENCE HONORS	126	213	452	467	287	302			25	17	890	999	1889
200332002H	PHYSICAL SCIENCE HONORS/GIFTED	2	3	27	10	2	4			1	1	32	18	50
200335001H	CHEMISTRY I HONORS	137	265	424	407	238	264			39	37	838	973	1811
200336001H	CHEMISTRY II		2	3	6	8	13			1		12	21	33
200337001A	ADVANCED PLACEMENT CHEMISTRY	15	15	76	35	55	47			9	5	155	102	257
200339001H	PHYSICS I HONORS	65	77	269	152	155	122			24	21	513	372	885
200341001H	PHYSICS II	1										1		1
200342001A	ADVANCED PLACEMENT PHYSICS B	7	4	22	8	28	4			6	5	63	21	84
200343001A	ADVANCED PLACEMENT PHYSICS C	1		25	2	7				6	1	39	3	42
210032001H	ADVANCED AMERICAN HISTORY	96	179	344	404	155	177			14	14	609	774	1383
210033001A	ADVANCED PLACEMENT AMERICAN HISTORY	50	95	244	177	122	142			15	17	431	431	862
210232001H	ADVANCED ECONOMICS	84	149	275	261	134	128			17	15	510	553	1063
210632001H	ADVANCED AMERICAN GOVERNMENT	36	81	117	141	70	83			10	16	233	321	554
210932001H	ADVANCED WORLD HISTORY	174	308	538	543	262	356			39	38	1013	1245	2258
210932002H	ADVANCED WORLD HISTORY/GIFTED		1	18	13		3			1	1	19	18	37
210937001H	EUROPEAN HISTORY	2	3	12	4					1		15	7	22
210938001A	ADVANCED PLACEMENT EUROPEAN HISTORY	16	27	167	130	55	45			13	10	251	212	463
796309001H	ESE-SKILLS FOR GIFTED LEARNERS // GIFTED RESOURCE (HONORS)	9	18	98	73	15	9			5	4	127	104	231
796501001H	ESE-RESEARCH METHODOLOGY FOR THE GIFTED // (HONORS) GRADE 11			14	3	3				1		18	3	21
796502001H	ESE-APPLIED RESEARCH FOR GIFTED // (HONORS) GRADE 12			11		1				2		14		14
796503001H	ESE-EXTERNSHIP FOR THE GIFTED // HONORS			11	10	3	1					14	11	25
796504001H	ESE-GIFTED STUDIES // COLLOQUIUM: CONCEPTS IN PHILOSOPHY (HONORS)	3		87	72	13	9			4	2	107	83	190
	TOTAL ENROLLMENT IN ADVANCED COURSES	2082	4001	8561	8859	4429	5391	2	3	649	591	15723	18845	34568
	As Percent of Total Student Periods*	4.8%		14.0%		6.0%		5.2%		25.1%		7.4%	9.1%	8.2%

*Total student periods computed by multiplying total student membership in grades 9-12 in each of the ethnic/gender categories by six (the effect of the optional seventh period has not been considered). The percentage has been computed by dividing enrollment in advanced courses by total student periods.

Source: ISIS Course File, Department of Management Information Systems.

ADULT PROGRAM ENROLLMENT BY TYPE OF COURSE*

Program	1980-81	1981-82	1982-83	1983-84	1984-85
Agriculture	120	409	401	483	582
Apprenticeship Training	2,887	3,061	3,103	2,775	1,792
Distributive Education	6,885	7,030	6,136	6,765	6,795
Diversified Education	-	-	53	338	165
General Adult Education	277,117	281,489	264,824	275,276	264,423
Health Occupations	2,418	2,990	2,619	3,521	4,935
Home Economics	15,844	17,184	17,447	20,334	20,889
Office Occupations	22,024	23,316	23,350	24,972	22,738
Public Service	-	-	130	31	187
Trade and Industrial	22,405	24,242	22,019	22,232	21,176
Community Inst. Services	23,297	18,590	16,258	13,583	12,782
Tuition/Self-Supporting	7,743	2,184	1,313	898	985
TOTAL	380,740	380,495	357,653	371,208	357,449

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* Data reported in the above table represent the sum of the enrollment in the various programs over each of the trimesters. For example, if an individual enrolls in one course for each of the trimesters in a year, that individual would be recorded as three.

Source: Office of Vocational, Adult, and Community Education.

OUTCOMES OF SCHOOLING

NUMBER OF HIGH SCHOOL GRADUATES
1976-77 to 1984-85

School Year	Number of Graduates	Percent of Twelfth Grade Membership*
1976-77	14,185	95.0
1977-78	14,370	93.6
1978-79	12,965	96.6
1979-80	13,103	94.6
1980-81	12,626	95.7
1981-82	12,119	94.5**
1982-83	12,428	96.3
1983-84	13,036	97.1
1984-85	11,781***	92.3

Note: Graduates include regular and Exceptional Students diplomas but exclude Certificates of Completion.

* First Month Membership.

** Percentage of membership prior to 1981-82 was computed including only 12th grade students in regular on campus classes.

***The number of students receiving the General Education Development (GED) diploma through the Adult Education Program increased from 4,726 in 1983-84 to 5,526 in 1984-85.

Source: Current year - Fall Student Survey, October 1985, Office of Educational Accountability.
Prior years - Historical records, Office of Educational Accountability.

NUMBER OF HIGH SCHOOL GRADUATES BY ETHNICITY AND GENDER
1984 - 85

School Type of Diploma	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian/American Indian		Total Male	Total Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
North Area											
American Sr.											
Standard Diploma	47	51	85	94	56	65	0	1	188	211	399
Other*	0	0	7	3	1	1	0	0	8	4	12
Hialeah-Miami Lakes Sr.											
Standard Diploma	75	87	50	78	135	161	1	12	261	328	589
Other*	0	0	4	0	1	0	0	0	5	0	5
Miami Beach Sr.											
Standard Diploma	104	83	33	52	86	76	1	1	224	212	436
Other*	3	0	0	2	1	1	0	0	6	1	7
Miami Carol City Sr.											
Standard Diploma	7	6	128	140	26	37	0	3	161	186	347
Other*	0	0	0	0	0	0	0	0	0	0	0
Miami Norland Sr.											
Standard Diploma	65	62	134	161	20	14	2	1	221	238	459
Other*	0	0	2	0	0	0	0	0	2	0	2
North Miami Beach Sr.											
Standard Diploma	231	231	52	60	35	47	8	3	326	341	667
Other*	0	2	1	1	0	0	0	0	1	3	4
North Miami Sr.											
Standard Diploma	124	127	69	80	37	44	6	8	236	259	495
Other*	2	4	2	1	0	0	0	0	4	5	9
North Central Area											
Hialeah Sr.											
Standard Diploma	29	47	18	26	257	269	3	1	307	343	650
Other*	1	1	0	1	4	7	0	0	5	9	14
Miami Central Sr.											
Standard Diploma	6	3	115	174	22	17	1	4	144	198	342
Other*	0	0	8	9	3	3	0	0	11	12	23
Miami Edison Sr.											
Standard Diploma	5	6	155	181	17	15	1	1	178	203	381
Other*	0	2	11	4	1	3	0	0	12	9	21
Miami Jackson Sr.											
Standard Diploma	0	1	97	140	91	66	0	0	188	207	395
Other*	0	0	0	0	0	0	0	0	0	0	0
Miami Northwestern Sr.											
Standard Diploma	0	0	163	209	1	1	0	0	164	210	374
Other*	0	0	4	3	0	0	0	0	4	3	7
Miami Springs Sr.											
Standard Diploma	36	43	34	43	119	144	2	2	191	232	423
Other*	0	0	1	1	1	0	0	0	2	1	3

*Includes Certificates of Completion (those who did not pass the State Assessment Part II test), Exceptional Student diploma, and Exceptional Student certificate.

NUMBER OF HIGH SCHOOL GRADUATES BY ETHNICITY AND GENDER
1984 - 85

School Type of Diploma	White Non-Hispanic Male	White Non-Hispanic Female	Black Non-Hispanic Male	Black Non-Hispanic Female	Hispanic Male	Hispanic Female	Asian/American Indian Male	Asian/American Indian Female	Total Male	Total Female	Total
South Central Area											
Coral Gables Sr.											
Standard Diploma	83	113	25	29	131	125	2	5	241	272	513
Other*	0	0	0	1	0	1	0	0	0	2	2
Miami Coral Park Sr.											
Standard Diploma	34	40	2	1	194	242	0	2	230	285	515
Other*	0	0	0	0	0	2	0	0	0	2	2
Miami Sr.											
Standard Diploma	8	12	13	16	220	270	4	4	245	302	547
Other*	0	1	0	0	5	2	0	0	5	3	8
Miami Sunset Sr.											
Standard Diploma	137	166	11	5	105	130	6	13	259	314	573
Other*	0	0	1	0	0	0	0	0	1	0	1
South Miami Sr.											
Standard Diploma	41	51	21	23	128	178	1	2	191	254	445
Other*	0	0	5	2	2	7	0	0	7	9	16
South Area											
Homestead Sr.											
Standard Diploma	47	54	39	38	47	49	4	5	137	146	283
Other*	1	0	8	3	1	1	1	0	11	4	15
Miami Killian Sr.											
Standard Diploma	214	236	63	83	37	46	11	10	325	375	700
Other*	0	0	2	0	0	0	0	0	2	0	2
Miami Palmetto Sr.											
Standard Diploma	263	273	25	32	36	27	3	6	327	338	665
Other*	0	0	0	0	0	0	0	0	0	0	0
South Dade Sr.											
Standard Diploma	82	98	23	26	21	14	2	0	128	138	266
Other*	0	1	1	0	0	1	0	0	1	2	3
Miami Southridge Sr.											
Standard Diploma	124	141	80	113	65	68	11	6	280	328	608
Other*	1	0	0	1	0	0	0	0	1	1	2
Southwest Miami Sr.											
Standard Diploma	97	93	2	1	155	160	7	8	261	262	523
Other*	1	1	0	0	4	1	0	0	5	2	7
Districtwide Total**											
Standard Diploma	1866	2031	1478	1833	2042	2270	76	88	5462	6222	11684
Other*	17	13	62	35	28	36	1	0	108	84	192

*Includes Certificates of Completion (those who did not pass the State Assessment Part II test), Exceptional Student diploma, and Exceptional Student certificate.

**Total does not represent the sum of the graduates in the above schools. Districtwide total includes graduates from alternative schools (McArthur North and South and C.O.P.E. Centers), Occupational Training center, and off-campus alternative and exceptional student education programs (including homebound), not listed above.

SEVENTH EDITION STANFORD ACHIEVEMENT TEST RESULTS
MEDIAN PERCENTILES
1982-1985

Dade County Public school students in grades K-11 are tested with the Stanford Achievement Test in late April. The table below provides the median percentile scores for the district in the various subtests for four years. The median percentile is the score point which separates the distribution of scores into a top and a bottom half. The national median percentile is 50. The median percentile scores shown below may be compared to the national norm (or average) of the 50th percentile.

ELEMENTARY GRADES

	KINDERGARTEN*				FIRST				SECOND				THIRD				FOURTH				FIFTH				SIXTH			
SUBTEST	82	83	84	85	82	83	84	85	82	83	84	85	82	83	84	85	82	83	84	85	82	83	84	85	82	83	84	85
Reading Comprehension					41	44	46	43	40	40	43	43	43	40	43	40	35	34	36	33	39	37	40	37	43	41	40	37
Mathematics Computation	53	39	39	39	40	39	44	40	55	55	60	55	51	48	51	51	50	51	51	53	54	54	55	57	60	60	60	60
Mathematics Concepts					35	40	40	40	50	51	51	51	49	49	54	54	50	52	55	55	45	48	50	50	51	48	51	51
Mathematics Applications									40	42	42	40	53	50	53	50	51	48	51	51	49	47	49	50	52	52	52	52
Listening Comprehension	32	32	37	37	36	36	36	36	41	44	41	41	41	38	41	41	42	38	42	42	40	37	37	40	42	40	40	40
Language													48	48	48	48	42	45	45	45	46	46	46	47	48	48	48	46
Word Study Skills**							46	46			32	32			38	41			38	42			36	39			39	42
Sounds and Letters	45	49	49	49																								
Word Reading	49	55	61	62	45	45	46	42	40	40	40	36																
Environment	32	34	40	40	42	42	42	42	40	40	40	40																

SECONDARY GRADES

	SEVENTH				EIGHTH				NINTH				TENTH				ELEVENTH			
SUBTEST	82	83	84	85	82	83	84	85	82	83	84	85	82	83	84	85	82	83	84	85
Reading Comprehension	38	38	35	36	44	49	44	44	52	54	54	54	42	42	43	44	--	45	45	43
Mathematics Computation	45	45	44	47	53	56	56	57	62	62	65	65	51	52	54	57	--	54	56	56
Mathematics Concepts	46	46	46	46	49	51	51	51	55	55	58	60					--			
Mathematics Applications	41	41	44	44	41	44	41	44	44	46	49	50					--			
Listening Comprehension	40	40	39	40	44	44	40	44	45	45	45	50					--			
Language	41	43	41	41	39	42	42	42	44	45	46	46	41	38	41	45	--	44	44	44

*Kindergarten Test Level was changed between 1982 and 1983

**First administration 1984

Stanford Achievement Test By Gender
Median Percentiles

April, 1985

	Number Tested		Reading Comprehension		Mathematics					
					Computation		Concepts		Applications	
Grade	Male	Female	M	F	M	F	M	F	M	F
K	5614	5057	55	62	39	44				
1	7191	6506	38	48	40	42	40	43		
2	7555	7474	37	47	51	56	55	51	40	40
3	8033	7562	36	45	48	51	54	54	50	50
4	7833	7762	32	35	50	56	55	55	51	51
5	7960	7868	34	39	54	62	50	48	50	49
6	7886	7918	33	40	60	64	51	48	52	52
7	8391	8070	34	38	42	51	46	49	44	41
8	7635	8009	42	46	56	59	54	49	48	41
9	7684	7911	54	58	65	65	63	58	55	46
10	7534	7866	43	46	57	54				
11	5881	6451	43	43	59	54				

Stanford Achievement Test by Race-Ethnic Categories
Median Percentiles

April, 1985

	Number Tested				Reading Comprehension				Mathematics											
									Computation				Concepts				Applications			
Grade	Black	Hispanic	Asian	White	B	H	A	W	B	H	A	W	B	H	A	W	B	H	A	W
K	4901	2401	93	3264	35	62	90	80	29	44	64	57								
1	5803	4072	145	3671	31	43	67	62	29	44	67	57								
2	5324	5761	122	3815	29	40	63	63	40	60	83	71	28	45	63	61				
3	5220	6363	162	3847	29	38	65	65	38	51	76	64	35	51	71	71	28	40	63	62
4	5181	6339	176	3890	23	32	52	54	39	54	77	68	39	54	75	69	35	50	77	73
5	5284	6371	175	3997	24	35	52	57	41	62	80	72	34	56	78	76	32	51	73	73
6	5269	6360	217	3952	23	35	58	61	47	64	86	72	34	50	74	68	32	52	72	72
7	5876	6205	164	4212	22	36	52	57	34	48	77	66	32	51	80	73	32	54	81	73
8	5022	5900	198	4521	29	42	68	68	39	59	89	73	34	49	78	68	26	44	73	67
9	4627	5957	184	4824	35	52	77	79	47	65	89	79	33	51	79	72	24	44	72	69
10	4384	5923	187	4901	27	40	60	67	37	54	83	76	39	60	86	78	26	50	79	72
11	3430	4624	160	4115	23	39	66	66	36	56	88	75								

STATEWIDE STUDENT ASSESSMENT TEST (SSAT)
PART I, BASIC SKILLS

In the table below are shown the "average percent mastery" scores for the last five years, including October 1985. Average percent mastery is the numeric average, across the number of standards tested, of the percent of students achieving each standard. Averaged across all skill areas and grades, Dade's average percent mastery for October 1985 on the new performance standards is 85. The State average computed in the same manner is 89.

Districtwide and State Average Percent Mastery

October Basic Skills Test

Skill Area		Grade 3		Grade 5		Grade 8		Average by Skill Area Across Grades	
		Dade	State	Dade	State	Dade	State	Dade	State
Reading	1985*	89	94	80	85	82	88	84	89
	1984	90	93	91	93	87	90	89	92
	1983	89	92	86	89	83	88	86	90
	1982	88	91	87	90	84	88	86	90
	1981	88	89	86	87	83	85	86	87
Writing	1985*	89	93	87	90	85	88	87	90
	1984	95	97	89	91	91	94	92	94
	1983	94	96	90	92	91	93	92	94
	1982	93	95	87	90	89	92	90	92
	1981	90	92	86	87	88	88	88	89
Mathematics	1985*	87	90	84	86	82	84	84	87
	1984	92	93	88	88	86	88	89	90
	1983	91	92	87	87	85	87	88	89
	1982	89	90	85	86	84	85	86	87
	1981	90	90	85	85	82	82	86	86
Average by Grade Across Skill Areas	1985*	88	92	84	87	83	87	85	89
	1984	92	94	89	91	88	91	90	92
	1983	91	93	88	89	86	89	88	91
	1982	90	92	86	89	86	88	87	90
	1981	89	90	86	86	84	85	86	87

* October 1985 was the first administration of the new, more rigorous version of the SSAT based on the revised Minimum Student Performance Standards.

Source: Listings of Achievement, Florida Department of Education.

STATEWIDE STUDENT ASSESSMENT TEST, PART I - GRADE 10
AVERAGE PERCENT MASTERY
SPRING 1982, 1983, 1984, and 1985

The table below presents results of Statewide Student Assessment Test, Part I for grade 10 in terms of Average Percent Mastery. A four-year comparison is provided for each senior high school, as well as the district and state average. Beginning in 1984, the Florida Department of Education designated a school as "deficient" if the composite score fell below 80. In earlier years, a score of 70 percent or lower was used to designate deficient schools. In 1985, four senior high schools were designated as deficient in at least one skill area.

SCHOOLS	READING				WRITING				MATHEMATICS			
	82	83	84	85	82	83	84	85	82	83	84	85
*American	81	81	85	86	79	80	85	88	73	78	80	78
Coral Gables	88	82	88	92	84	83	89	92	82	83	87	89
Hialeah	79	77	88	84	75	76	88	86	78	80	87	86
Hialeah-Miami Lakes	86	82	86	86	80	82	88	88	77	84	83	87
Homestead	85	85	88	89	79	84	89	92	75	79	86	86
Miami Beach	82	82	85	85	80	82	84	87	77	83	84	84
Miami Carol City	74	73	77	81	70	76	82	85	63	73	84	86
Miami Central	74	78	72	80	71	79	73	82	71	76	78	86
Miami Coral Park	89	86	91	92	84	85	92	91	83	87	88	90
*Miami Edison	69	73	73	75	74	72	73	78	73	77	86	82
*Miami Jackson	73	76	78	72	75	80	82	80	69	77	82	76
Miami Killian	92	93	94	96	88	89	93	96	87	89	89	91
Miami Norland	87	86	86	88	82	85	86	88	77	82	83	86
*Miami Northwestern	69	70	72	72	71	75	80	82	64	74	84	84
Miami Palmetto	93	91	94	94	88	90	95	95	88	90	92	90
Miami Senior	80	76	90	88	78	77	88	86	81	86	91	88
Miami Southridge	87	86	88	91	82	85	89	91	77	83	85	88
Miami Springs	80	76	83	87	76	77	82	85	79	81	87	86
Miami Sunset	90	90	95	95	85	90	94	95	83	87	88	89
North Miami	83	78	85	87	79	78	84	89	76	79	80	83
North Miami Beach	92	90	91	93	84	87	91	94	85	87	90	92
South Dade	85	84	84	88	79	82	87	88	76	80	80	83
South Miami	91	83	90	87	87	84	89	86	84	85	85	90
Southwest Miami	92	90	92	95	87	88	91	94	83	88	87	92
DISTRICT	84	83	86	88	80	82	87	89	78	83	85	87
STATE	89	88	90	92	84	86	91	93	81	85	87	88

*These schools have been designated as deficient for the school year 1984-85 in one or more of the skill areas, based on the State's 80 percent criterion.

Source: Listings of Achievement, Florida Department of Education

STATEWIDE STUDENT ASSESSMENT TEST, PART II - GRADE 10
COMPARISON--PERCENT OF STUDENTS PASSING
SPRING 1982, 1983, 1984 and 1985

The table below shows the percent of students passing the Statewide Student Assessment Test, Part II in each senior high school. A four-year comparison is also provided. Part I tests the basic skills, focusing on reading, writing, and mathematics. Part II deals with the application of basic skills. For example, the student may be asked to compute the cost, including Florida sales tax, of specific items listed in a newspaper ad. If a student fails to master the basic skills standards of the test, the school may use local procedures to remediate and then certify mastery at a later date. Mastery of Part II standards can be demonstrated only by taking and passing the State Assessment Part II test. Passage is required for receipt of a regular high school diploma.

SCHOOLS	COMMUNICATION SKILLS				MATHEMATICS SKILLS			
	1982	1983	1984	1985	1982	1983	1984	1985
American	92	90	79	80	60	60	70	69
Coral Gables	96	91	87	86	81	71	85	84
Hialeah	93	88	86	74	72	64	79	74
Hialeah-Miami Lakes	95	89	87	82	69	70	77	80
Homestead	95	94	89	85	74	70	77	73
Miami Beach	92	91	83	77	71	72	80	73
Miami Carol City	84	78	76	73	39	47	67	65
Miami Central	84	86	71	64	52	46	60	66
Miami Coral Park	97	97	91	85	83	84	84	82
Miami Edison	81	83	74	69	49	53	70	67
Miami Jackson	86	77	73	63	52	50	69	58
Miami Killian	98	98	94	92	85	80	89	87
Miami Norland	94	92	85	80	67	69	76	77
Miami Northwestern	83	82	71	58	39	48	63	59
Miami Palmetto	96	96	94	90	84	84	91	86
Miami Senior	93	88	77	74	76	66	79	77
Miami Southridge	95	94	89	88	74	69	85	87
Miami Springs	90	87	80	75	71	67	76	72
Miami Sunset	96	96	94	92	82	85	90	86
North Miami	92	87	81	80	70	65	76	76
North Miami Beach	97	95	91	90	83	77	89	90
South Dade	94	91	87	79	70	72	77	73
South Miami	94	92	87	79	76	76	81	80
Southwest Miami	97	96	91	90	82	79	84	87
DISTRICT	93	90	85	80	71	68	79	77
STATE	95	95	91	88	78	78	87	84

NUMBER TESTED IN DADE -	1982	15,305
	1983	15,037
	1984	14,582
	1985	14,471

Source: Listings of Achievement, Florida Department of Education

COMPARISON OF PERCENTAGE OF DADE AND STATE STUDENTS ON MASTERY OF THE STATE STUDENT ASSESSMENT TESTS BY ETHNIC CATEGORIES

	1977 (Initial Year of Testing)					1981					1982					1983***					1984***				
	White	Black	Hisp	Other	Total	White	Black	Hisp	Other	Total	White	Black	Hisp	Other	Total	White	Black	Hisp	Other	Total	White	Black	Hisp	Other	Total
Grade 3																									
State	87	71	79	84	83	91	83	87	89	89	93	86	87	90	90	95	89	90	93	93	95	89	91	94	93
Dade	89	71	81	85	81	92	85	88	89	88	93	86	88	88	88	95	88	90	93	91	95	90	91	93	92
Grade 5																									
State	82	62	76	79	77	88	77	83	85	85	89	79	83	88	86	91	82	87	90	89	92	84	89	90	90
Dade	86	62	79	73	76	89	79	85	84	84	90	80	83	87	84	93	83	87	88	87	93	84	90	90	89
Grade 8																									
State	79	51	71	67	72	86	72	82	80	83	89	77	82	87	86	91	82	84	88	89	92	84	87	90	90
Dade	81	50	73	62	70	90	73	84	79	83	91	76	83	84	83	93	79	85	84	86	94	81	87	88	87
Grade 10 - SSAT-I*																									
State	83	54	76	69	76	89	73	83	80	86	88	71	79	79	83	90	77	81	83	87	92	79	86	85	89
Dade	84	54	77	68	74	91	73	84	78	84	89	68	80	81	80	91	74	81	83	82	93	78	86	82	86
Grade 10 - SSAT-II** (Communications)																									
State	97	74	93	81	92	98	88	94	88	95	97	87	92	89	94	97	89	91	88	95	95	80	85	81	91
Dade	97	75	93	69	89	97	85	94	80	92	97	83	93	89	92	98	82	90	86	90	95	72	86	75	85
Grade 10 - SSAT-II** (Mathematics)																									
State	76	23	61	55	64	87	51	76	69	78	85	49	73	71	76	86	53	71	75	78	92	69	81	82	87
Dade	79	23	62	49	58	88	47	78	60	73	86	44	74	78	69	86	45	71	69	68	92	62	81	74	79

*Data for 1977 and 1981 are based upon October assessment of students in Grade 11.

**Data for 1977 is based upon October assessment of students in Grade 11.

***Beginning with the October 1983 assessment, all exceptionalities have been excluded from the data included in this report except for Speech and Language Impaired, Hospitalized/Homebound and Gifted students. Prior to October 1983, all calculations included regular as well as exceptional students participating in the regular assessments, with the exception of the Educable Mentally Handicapped Students.

1984 scores are based on new Minimum Student Performance Standards.

Source: A COMPARATIVE ANALYSIS OF ATTAINMENT OF MINIMUM PERFORMANCE STANDARDS BY SCHOOL - SCHOOL DISTRICT - REGION. 1977-1981-1982, 1977-1982-1983, and 1977-1983-1984 editions, Florida Department of Education.

Data for this table give derived composite scores which are the average percentages of students achieving each basic skills minimum performance standard at the individual grade levels assessed.

The derived scores on the SSAT II are the actual percentages of students passing communications and mathematics.

SCHOLASTIC APTITUDE TEST (SAT)
NUMBER OF STUDENTS IN THE UPPER SCORE RANGES

The table below provides districtwide data on the number of students scoring in the upper score ranges of the Scholastic Aptitude Test. The Scholastic Aptitude Test is administered nationwide by the Admissions Testing Program of the College Entrance Examination Board as a college admissions test. Scores are reported separately for verbal and mathematics portions of the test.

Compared to 1981-82, the number of students in the upper score ranges has remained relatively stable. During 1983-84 and 1984-85, the District paid the costs for students taking the SAT. The test results, i.e., stability in the number of students in the upper scores would seem to indicate that prior to 1983-84 students capable of attaining upper-level scores were already taking the test.

Score Ranges	1981-82	Number of Students 1982-83	1983-84	1984-85
VERBAL SECTION				
700+	30	26	30	27
650+	101	102	106	110
600+	269	253	260	257
550+	536	517	569	552
MATHEMATICS SECTION				
700+	81	128	127	118
650+	249	276	329	285
600+	520	543	659	600
550+	1,026	947	1,139	1,115
Number of Students Tested	4,788	4,718	4,806	6,635

Source: College Board ATP Summary Reports, College Entrance Examination Board.

SCHOLASTIC APTITUDE TEST (SAT) DATA

TEST SCORES, SEVEN-YEAR SUMMARY

	VERBAL							MATHEMATICS						
	78/79	79/80	80/81	81/82	82/83	83/84	84/85	78/79	79/80	80/81	81/82	82/83	83/84	84/85
DADE	410	413	410	410	402	407	377	450	454	451	448	447	458	423
STATE	426	424	424	426	423	423	421	464	464	463	463	464	467	463
NATIONAL	427	424	424	426	425	426	431	467	466	466	467	468	471	475

TREND OF THE NUMBER OF STUDENTS TESTED, 81/82 to 84/85

81/82	82/83	83/84	84/85
4788	4718	4806	6635

DESCRIPTIONS OF FAMILY INCOME BASED ON STUDENT RESPONSES, 83/84 to 84/85

	83/84	84/85
% Below $24,000	50.70%	59.30%
$50,000 and over	16.90%	14.10%
Median Income All Families	$23,600	$19,800

NOTE: The Scholastic Aptitude Test (SAT) results for 1984-85 represent the scores of high school seniors. Typically, students are counselled to participate in the SAT program as a requirement for admission to college. The College Board requires that a fee be paid for/by each participating student. Typically, the student pays this fee. However, in 1983-84 Dade County Public Schools initiated an experimental program to increase participation in the SAT program. All eleventh grade students eligible to take the test were encouraged to do so, and the fees associated with the SAT were paid by the district. The 1984-85 data, which include scores for 1983-84 eleventh graders, indicate that approximately 1800 additional students were tested. This change in students, in turn, resulted in an increase in the number of lower ability students taking the test, and this in turn resulted in a decline in the SAT verbal and mathematics scores for the district. Further analysis of the statistical data supplied by the College Board indicates that the median family income of participating students was lower in 1984-85 as compared to 1983-84.

SCHOLASTIC APTITUDE TEST (SAT)
TWO-YEAR COMPARISON BY SCHOOL

School	Number Tested		Averages			
			Verbal		Math	
	83/84	84/85	83/84	84/85	83/84	84/85
American	140	145	373	364	418	414
Coral Gables	328	331	424	404	452	445
Hialeah	174	254	389	356	433	393
Hialeah-Miami Lakes	239	266	402	368	436	408
Homestead	97	121	381	359	425	410
Miami Beach High	181	288	453	400	502	460
Miami Carol City	79	124	324	291	365	331
Miami Central	49	123	343	312	391	354
Miami Coral Park	261	345	408	381	456	427
Miami Edison	71	178	320	275	376	323
Miami Jackson	90	118	309	280	358	333
Miami Killian	479	474	430	423	484	473
Miami Norland	165	301	388	361	438	393
Miami Northwestern	64	173	311	280	378	324
Miami Palmetto	488	574	448	439	512	487
Miami High	143	284	389	334	466	396
Miami Springs	102	201	403	352	439	378
Miami Southridge	187	317	377	369	431	413
Miami Sunset	402	426	424	414	484	456
North Miami	199	271	398	369	445	415
North Miami Beach	411	574	416	397	474	450
South Dade	116	130	394	380	441	436
South Miami	162	257	402	376	450	424
Southwest Miami	161	360	422	384	483	418
TOTAL	4,806	6,635	407	377	458	423

Source: College Board ATP Summary Reports, College Entrance Examination Board.

SCHOLASTIC APTITUDE TEST RESULTS FOR 1984-85 BY SCHOOL AND GENDER

School	Number Tested	Verbal	Math	Number Tested		Average Verbal		Average Math	
				Male	Female	Male	Female	Male	Female
American	145	364	414	68	77	371	359	429	401
Coral Gables	331	404	445	145	186	417	393	468	426
Hialeah	254	356	393	96	158	364	351	423	375
Hialeah-Miami Lakes	266	368	408	101	165	379	361	438	389
Homestead	121	359	410	64	57	363	355	422	397
Miami Beach High	288	400	460	135	153	418	383	497	428
Miami Carol City	124	291	331	46	78	283	296	335	329
Miami Central	123	312	354	47	76	341	294	394	329
Miami Coral Park	345	381	427	160	185	389	374	448	409
Miami Edison	178	275	323	70	108	275	274	336	315
Miami Jackson	118	280	333	55	63	287	273	339	328
Miami Killian	474	423	473	224	250	432	415	497	450
Miami Norland	301	361	393	136	165	364	359	411	377
Miami Northwestern	173	280	324	72	101	297	269	336	316
Miami Palmetto	574	439	487	274	300	451	428	521	455
Miami High	284	334	396	118	166	330	337	403	390
Miami Springs	201	352	378	74	127	360	347	407	362
Miami Southridge	317	369	413	145	172	370	368	421	406
Miami Sunset	426	414	456	198	228	414	414	472	443
North Miami	271	369	415	117	154	385	357	434	401
North Miami Beach	574	397	450	281	293	408	385	480	421
South Dade	130	380	436	56	74	379	380	447	427
South Miami	257	376	424	109	148	381	372	445	408
Southwest Miami	360	384	418	198	162	385	383	428	405
TOTAL 1984-85	6,635	377	423	2,989	3,646	387	369	446	403
TOTAL 1983-84	4,806	407	458	2,186	2,620	419	397	488	434

AMERICAN COLLEGE TESTING EXAMINATION (ACT)
NUMBER OF STUDENTS IN UPPER SCORE RANGES

The table below provides districtwide data on the number of students scoring in the upper score ranges of the American College Testing Program Examination. This examination (ACT) is administered nationwide by the American College Testing Program as a college entrance examination, with scores reported for English, Mathematics, Social Studies, Natural Science, and a composite of these four. As is true with the SAT, the percentage of seniors taking the ACT varies widely from state to state. Most states emphasize one or the other of these two tests, so that an "SAT state" tends to have few students taking the ACT. Florida is one of the few states which has a significant number taking both tests.

Score Ranges	Number of Students			
	1981-82	1982-83	1983-84	1984-85
ENGLISH				
32+	2	7	12	12
30+	15	27	27	28
28+	32	70	64	79
26+	72	149	153	168
MATHEMATICS				
32+	24	66	63	80
30+	53	95	98	113
28+	96	168	187	209
26+	167	294	336	375
SOCIAL STUDIES				
32+	18	33	40	30
30+	67	101	104	110
28+	110	190	179	208
26+	184	285	311	367
NATURAL SCIENCE				
32+	24	70	65	63
30+	81	162	161	185
28+	143	256	273	309
26+	217	404	412	506
COMPOSITE				
32+	5	17	9	10
30+	24	57	48	59
28+	67	126	133	145
26+	137	225	263	288
Number of Students Tested	1,019	1,512	2,806	3,682

Source: High School Profile Reports, American College Testing Program.

AMERICAN COLLEGE TESTING 1984-85

SUBTEST AVERAGE (MEAN) SCORES TOTAL AND BY GENDER AND SELECTED STUDENT PROFILE DATA

School	Number Tested			English			Mathematics			Social Studies			Natural Science			ACT Composite			Student Reported Profile Data			
																			%Family Income*	%Ethnicity**		
	Total	Male	Female	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	Above $42,000	B	W	H
Coral Gables	140	57	83	17.8	15.5	19.3	16.5	15.7	17.1	15.6	14.4	16.4	19.9	19.7	20.0	17.6	16.5	18.3	23	7	63	24
Hialeah	165	92	73	14.7	13.9	15.7	13.0	13.0	13.0	13.4	13.6	13.2	17.7	17.8	17.5	14.8	14.7	14.9	5	8	13	71
Hialeah Mia-Lakes	248	104	144	16.0	15.2	16.6	14.2	15.5	13.2	14.3	14.6	14.2	18.0	19.1	17.3	15.7	16.2	15.3	4	22	26	48
American	251	110	141	12.6	12.0	13.0	9.7	10.2	9.4	10.2	10.3	10.1	14.4	15.2	13.7	11.8	12.0	11.7	3	40	14	32
South Dade	154	80	74	15.7	14.9	16.6	15.4	16.0	14.9	15.1	14.9	15.2	19.2	20.2	18.0	16.5	16.7	16.3	7	11	59	13
Homestead	164	87	77	14.7	13.7	15.7	13.4	13.9	12.9	12.8	13.0	12.6	17.3	18.0	16.5	14.7	14.8	14.6	6	19	38	27
Central	54	15	39	11.3	10.8	11.5	7.8	7.7	7.9	8.3	7.3	8.6	12.8	13.3	12.6	10.2	9.8	10.3	8	90	0	2
Edison	192	75	117	10.0	8.9	10.7	8.8	9.4	8.4	8.6	8.2	8.8	12.6	12.3	12.9	10.2	9.9	10.4	0	47	6	15
Coral Park	69	20	49	16.3	17.3	15.9	16.3	21.4	14.3	14.3	17.1	13.2	18.5	21.2	17.4	16.5	19.4	15.4	9	0	18	69
Jackson	170	74	96	11.0	10.9	11.2	8.5	9.3	7.8	9.8	10.5	9.2	13.1	13.5	12.7	10.7	11.2	10.4	1	56	1	33
Killian	250	110	140	16.8	15.5	17.9	17.2	17.8	16.7	16.6	16.8	16.4	19.8	20.4	19.4	17.7	17.7	17.7	26	11	69	8
Norland	69	35	34	15.2	15.6	14.8	13.5	15.9	11.1	14.4	15.9	12.8	16.9	19.0	14.8	15.1	16.7	13.5	12	55	21	12
Miami Senior	58	24	34	15.0	14.8	15.1	13.4	14.3	12.8	13.7	14.7	12.9	16.8	17.9	16.0	14.9	15.6	14.4	0	5	5	80
Northwestern	92	41	51	10.1	10.0	10.3	7.7	8.4	7.0	8.6	9.3	7.9	13.3	13.3	13.3	10.0	10.4	9.7	5	93	0	0
Southridge	111	48	63	17.7	17.6	17.7	17.3	19.4	15.6	17.3	18.2	16.6	19.7	22.1	17.9	18.2	19.5	17.1	16	17	57	14
Sunset	389	176	213	18.4	17.7	18.9	18.0	19.1	17.1	17.3	18.3	16.5	20.3	21.6	19.3	18.6	19.3	18.0	18	3	54	31
South Miami	158	64	94	14.8	13.5	15.7	14.6	14.7	14.5	13.9	14.0	13.9	17.6	18.3	17.2	15.4	15.3	15.4	3	7	21	62
Southwest	95	42	53	18.5	18.0	18.9	16.8	17.7	16.1	16.3	17.2	15.5	19.9	21.2	18.9	18.0	18.6	17.5	18	1	54	34
Miami Beach	118	48	70	16.5	14.8	17.7	14.7	15.0	14.5	13.7	13.7	13.6	16.3	17.0	15.8	15.4	15.3	15.6	13	10	35	39
Miami Springs	110	38	72	15.3	13.5	16.3	13.4	14.6	12.8	14.0	15.1	13.5	18.0	19.4	17.3	15.3	15.8	15.1	1	14	30	46
North Miami	131	60	71	17.3	15.6	18.8	16.7	16.5	17.0	16.7	16.4	17.0	19.7	19.8	19.6	17.7	17.2	18.1	11	19	56	10
North Miami Beach	177	84	93	17.6	17.8	17.4	17.8	20.8	15.1	16.6	18.2	15.2	19.6	21.8	17.7	18.1	19.8	16.5	18	11	66	11
Carol City	141	64	77	10.9	10.1	11.5	9.7	11.2	8.5	8.5	8.3	8.7	13.4	14.0	12.9	10.8	11.0	10.5	2	55	4	24
Palmetto	176	84	92	19.1	18.9	19.2	19.6	21.4	17.9	19.2	20.8	17.8	21.8	23.5	20.3	20.0	21.3	18.8	32	6	81	7
Dade County	3,682	1,632	2,050	15.4	14.7	15.9	14.3	15.3	13.5	14.0	14.6	13.6	17.6	18.6	16.9	15.5	15.9	15.1	11	22	36	30
Florida	21,835	9,881	11,954	18.4	17.9	18.1	18.0	19.2	17.0	17.4	18.4	16.6	21.1	22.5	20.0	18.9	19.6	18.2	16	11	77	5
Nation	738,836	338,668	400,168	18.1	17.6	18.6	17.2	18.6	16.0	17.4	18.3	16.6	21.2	22.6	20.0	18.6	19.4	17.9	12	8	82	1

*This information is based on the completion of the student questionnaire by each test taker.

**Only the major race-ethnic categories are displayed. These figures do not sum to 100 because of the small percentages for the minor race-ethnic categories.

COLLEGE BOARD ACHIEVEMENT TESTS
NUMBER OF STUDENTS IN THE UPPER SCORE RANGES

The table below provides districtwide data on the number of students scoring in the upper score ranges of the College Board Achievement Tests. The Admissions Testing Program of the College Entrance Examination Board administers achievement tests in a number of areas including the following: English Composition, Literature, Mathematics I, Mathematics II, American History, European History, Biology, Chemistry, Physics, Spanish, French, German, and Latin. These tests are required for admissions to certain colleges and universities, mainly select private colleges. These colleges usually require the submission of test scores in three subject areas, one of which is English Composition.

Score Ranges	Number of Students			
	1981-82	1982-83	1983-84	1984-85
ENGLISH COMPOSITION				
700+	26	25	29	20
650+	70	57	79	70
600+	150	127	150	140
550+	229	216	228	205
MATHEMATICS I				
700+	29	36	26	34
650+	64	83	57	76
600+	121	139	107	127
550+	172	193	184	192
AMERICAN HISTORY				
700+	15	16	14	12
650+	32	29	28	31
600+	53	43	60	47
550+	75	64	80	69
BIOLOGY				
700+	7	12	11	7
650+	14	22	19	15
600+	23	36	28	25
550+	31	37	39	41
PHYSICS				
700+	13	13	12	8
650+	20	19	23	16
600+	24	24	33	19
550+	34	30	42	26
FRENCH				
700+	4	4	2	2
650+	7	4	3	4
600+	10	8	5	6
550+	14	10	8	10

COLLEGE BOARD ACHIEVEMENT TESTS (Continued)

Score Ranges	Number of Students 1981-82	1982-83	1983-84	1984-85
LATIN				
700+	0	0	*	*
650+	0	0	*	*
600+	0	0	*	*
550+	0	0	*	*
LITERATURE				
700+	2	5	5	2
650+	10	11	11	6
600+	22	22	20	9
550+	36	38	34	21
MATHEMATICS II				
700+	40	53	65	63
650+	68	75	99	80
600+	87	91	121	97
550+	96	100	134	100
EUROPEAN HISTORY				
700+	0	1	0	*
650+	0	1	1	*
600+	0	4	6	*
550+	0	5	6	*
CHEMISTRY				
700+	6	12	24	16
650+	12	26	33	29
600+	22	34	45	45
550+	31	49	52	57
SPANISH				
700+	25	35	28	31
650+	38	51	40	47
600+	47	61	48	64
550+	58	79	58	75
GERMAN				
700+	0	1	*	*
650+	0	3	*	*
600+	1	3	*	*
550+	1	3	*	*
COMPOSITE				
700+	22	31	33	22
650+	76	95	89	85
600+	178	175	186	170
550+	274	281	292	276

*No scores included in report to District.

Source: College Board ATP Summary Reports

ADVANCED PLACEMENT EXAMINATION RESULTS

The tables on the following two pages provide a summary of the Advanced Placement (AP) examination results. The data are based upon information and grade reports provided by the College Board and the Education Testing Service which administer and evaluate these examinations.

Scores on the Advanced Placement program examinations range from a high of 5 to a low of 1 and are interpreted as follows:

5 = Extremely Qualified
4 = Well Qualified
3 = Qualified
2 = Possibly Qualified
1 = No Recommendation

Scores of 5, 4, and 3 are generally judged successful and are usually the criteria used by colleges and universities to grant college credit and/or advanced standing. It should be noted that some colleges grant credit for a score of 2. The amount of credit granted is determined by the individual policy of the over 2,000 colleges/universities that participate in the AP program.

The table of page 52 provides a five-year comparison of districtwide data by subject area. The data indicate that there has been a steady increase since 1981 in the total number of students taking the AP examination as well as those scoring in the 3 to 5 range.

The table on page 53 provides data for 1985 for each senior high school, including a) total number of students enrolled in all AP courses, b) number of students who completed one or more AP examinations, c) total number of examinations taken in all subjects, and d) number of examinations earning a score in the 3 to 5 range.

ADVANCED PLACEMENT EXAMINATION RESULTS
FIVE-YEAR COMPARISON OF DISTRICTWIDE DATA

SUBJECT/YEAR	TOTAL EXAMINATIONS COMPLETED	NUMBER SCORING IN 3-5 RANGE	PERCENT SCORING IN 3-5 RANGE
American History:			
1981	192	131	68.2
1982	232	149	64.2
1983	631	327	51.8
1984	611	288	47.1
1985	656	351	53.5
Art (History Studio):			
1981	1	1	100.0
1982	-	-	-
1983	5	2	40.0
1984	11	10	90.9
1985	54	31	57.4
Biology:			
1981	95	62	65.3
1982	87	56	64.4
1983	188	117	62.2
1984	233	126	54.1
1985	286	120	42.0
Calculus (AB/BC):			
1981	143	120	83.9
1982	185	144	77.8
1983	286	204	71.3
1984	474	309	65.2
1985	418	265	63.4
Chemistry:			
1981	66	34	51.5
1982	70	36	51.4
1983	119	62	52.1
1984	199	75	37.7
1985	210	74	35.2
Computer Science:			
1981	-	-	-
1982	-	-	-
1983	-	-	-
1984	73	42	57.5
1985	103	53	51.5
English (Lang./Lit.):			
1981	223	178	79.8
1982	212	164	77.4
1983	358	224	62.6
1984	568	362	63.7
1985	691	437	63.2
European History:			
1981	62	56	90.3
1982	64	54	84.4
1983	148	92	62.2
1984	209	123	58.9
1985	265	165	62.3
All Foreign Language:			
1981	91	80	87.9
1982	146	120	82.2
1983	254	210	82.7
1984	481	376	78.2
1985	625	513	82.1
Music (Theory/List./Lit.):			
1981	2	-	-
1982	-	-	-
1983	2	2	100.0
1984	6	1	16.7
1985	2	1	50.0
Physics (B/C):			
1981	2	2	100.0
1982	16	6	37.5
1983	46	24	52.2
1984	139	68	48.9
1985	97	53	54.6
Total (All Subjects):			
1981	877	664	75.7
1982	1012	729	72.0
1983	2037	1264	62.1
1984	3004	1780	59.3
1985	3407	2063	60.6

Source: The College Board and Education Testing Service data compiled by Department of Advanced Academic Education, Bureau of Education.

ADVANCED PLACEMENT EXAMINATION RESULTS BY SCHOOL, 1985

SCHOOL	NUMBER OF STUDENTS ENROLLED IN ALL AP COURSES	NUMBER OF STUDENTS COMPLETING THE EXAMINATION	TOTAL NUMBER OF EXAMS TAKEN IN ALL SUBJECTS	NUMBER OF EXAMINATIONS EARNING SCORES 3-5
American	144	59	62	22
Coral Gables	418	200	391	279
Hialeah	145	86	131	63
Hialeah-Miami Lakes	258	110	163	124
Homestead	62	32	41	17
Miami Beach	154	92	126	91
Miami Carol City	95	54	76	7
Miami Central	31	21	26	6
Miami Coral Park	176	125	205	115
Miami Edison	71	42	38	6
Miami Jackson	30	42	52	28
Miami Killian	392	154	229	168
Miami Norland	130	90	117	42
Miami Northwestern	12	35	39	4
Miami Palmetto	438	252	359	255
Miami Senior	185	107	166	86
Miami Southridge	87	52	79	41
Miami Springs	66	56	73	49
Miami Sunset	315	168	279	181
North Miami	217	93	138	96
North Miami Beach	404	190	284	220
South Dade	100	45	55	20
South Miami	165	119	157	99
Southwest Miami	137	70	101	44
TOTAL	4232	2294	3407	2063

SOURCE: The College Board and Education Testing Service data compiled by Department of Advanced Academic Education, Bureau of Education.

NUMBER OF STUDENTS NOT PROMOTED, BY ETHNIC CATEGORIES

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian/ Pacific Islander		American Indian/ Alaskan Native		Total	
	1983-84	1984-85	1983-84	1984-85	1983-84	1984-85	1983-84	1984-85	1983-84	1984-85	1983-84	1984-85
P/Kindergarten	25	34	30	25	32	35	1	2			88	96
Kindergarten	79	125	288	349	373	425	2	4			742	904
First	190	154	588	560	611	584	10	5		1	1399	1304
Second	117	96	432	317	431	394	5	6			985	813
Third	127	101	304	315	456	396	6	1		1	893	814
Fourth	85	68	277	233	352	290	1	2			715	593
Fifth	80	81	250	189	318	304	1	2			649	576
Sixth	96	97	173	203	223	213	3	3	2		497	516
Seventh	285	270	875	969	677	685	3	3	1	1	1841	1928
Eighth	179	177	310	390	335	417		5		1	824	990
Ninth	240	261	535	619	313	450	8	7			1096	1337
Tenth	373	363	752	623	586	816	9	11	1		1721	1813
Eleventh	345	341	423	422	491	451	13	6	1		1273	1220
Twelfth	105	81	98	117	114	94	2	2			319	294
Total	2,326	2,249	5,335	5,331	5,312	5,554	64	59	5	4	13,042	13,197

STUDENTS NOT PROMOTED AS A PERCENTAGE OF FIRST MONTH STUDENT MEMBERSHIP WITHIN ETHNIC CATEGORIES

	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Total
1980-81	4.6	11.2	8.8	3.6	12.9	8.1
1981-82	5.0	11.6	9.4	4.1	8.2	8.7
1982-83	3.9	8.7	7.2	2.8	7.4	6.7
1983-84	3.8	7.4	6.1	2.8	6.7	5.8
1984-85	3.7	7.2	6.1	2.4	4.5	5.8

SOURCE: Fall Student Survey, Office of Educational Accountability.

SUMMARY OF DISCIPLINARY ACTIONS BY ETHNICITY AND GENDER
1984-85

	White	Black	Hispanic	Asian	American Indian	Total Male	Total Female	Total
Corporal Punishment								
Number of Instances	252	890	477	3	-	1351	271	1622
Instances per 1000 students*	4.16	12.06	5.23	1.24	-	11.44	2.46	7.11
Indoor Suspension								
Number of Instances	3662	5166	4889	62	8	9322	4465	13787
Instances per 1000 students*	60.47	69.97	53.62	25.62	90.91	78.93	40.60	60.45
Outdoor Suspension								
Number of Instances	1647	4106	2802	21	4	6428	2152	8680
Instances per 1000 students*	27.20	55.63	30.73	8.68	45.45	54.43	19.57	37.62
Expulsion								
Number of Instances	8	49	19	-	-	62	14	76
Instances per 1000 students*	.13	.66	.21	-	-	.52	.13	.33

* Computation based on student membership in each ethnic/gender category as of October 1984.

Source: Student Case Management System annual records, Department of Management Information Systems.

DROPOUT DATA BY ETHNICITY AND GENDER
1984-85

NUMBER OF DROPOUTS*

School Name	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian	American Indian	Total Male	Total Female	Total Dropouts	Dropout Rate %
North Area									
Junior High									
Carol City	-	6	10	-	-	6	10	16	1.6
Highland Oaks	39	3	11	-	-	27	26	53	4.3
Jefferson, Thomas	34	20	13	-	-	38	29	67	6.1
Kennedy, J. F.	15	11	11	1	-	16	22	38	3.1
Lake Stevens	5	15	5	-	-	15	10	25	2.5
Miami Lakes	14	5	13	-	-	19	13	32	1.8
Nautilus	46	15	52	2	-	60	55	115	8.9
Norland	15	3	4	-	-	15	7	22	1.8
North Dade	6	33	3	-	-	19	23	42	5.3
North Miami	37	16	12	1	-	28	38	66	4.4
Palm Springs	4	2	41	-	-	27	20	47	2.1
Parkway	1	19	2	-	-	13	9	22	2.1
Senior High									
American	30	35	38	1	-	48	56	104	3.9
Hialeah-Miami Lakes	26	25	50	1	-	56	46	102	4.5
Miami Beach	88	35	123	-	-	135	111	246	10.8
Miami Carol City	19	122	28	1	-	97	73	170	9.3
Miami Norland	26	77	19	-	-	66	56	122	6.9
North Miami Beach	43	25	18	2	-	57	31	88	3.5
North Miami	51	37	28	2	-	73	45	118	5.4
North Central Area									
Junior High									
Allapattah	1	19	9	-	-	13	16	29	4.4
Brownsville	2	23	14	-	-	17	22	39	5.2
Drew, Charles R.	-	27	1	-	-	9	19	28	3.3
Filer, Henry H.	5	6	30	-	-	21	20	41	3.0
Hialeah	5	2	21	-	-	21	7	28	2.4
Lee, Robert E.	1	14	29	-	-	23	21	44	7.1
Madison	4	27	10	-	-	29	12	41	4.5
Mann, Horace	7	33	15	1	-	30	26	56	4.9
Miami Edison Middle	5	70	9	-	-	41	43	84	5.1
Miami Springs	31	13	52	-	-	50	46	96	5.8
Westview	19	40	35	2	-	59	37	96	7.7
Senior High									
Hialeah	20	11	117	2	-	66	84	150	5.8
Miami Central	19	148	42	2	-	109	102	211	11.5
Miami Edison	16	169	31	-	-	112	104	216	9.9
Miami Jackson	12	139	221	-	-	176	196	372	18.6
Miami Northwestern	-	263	2	-	-	143	122	265	10.2
Miami Springs	16	12	54	-	-	47	35	82	4.6
South Central Area									
Junior High									
Carver, G.W.	7	-	11	-	-	11	7	18	4.2
Citrus Grove	1	3	30	-	-	16	18	34	2.6
Kinloch Park	1	-	42	-	-	17	26	43	3.2
McMillan, H.D.	15	1	18	-	-	18	16	34	2.7
Ponce De Leon	2	6	14	-	-	8	14	22	2.3
Riviera	11	2	38	-	-	24	27	51	3.8
Rockway	12	1	99	-	-	69	43	112	7.8
Shenandoah	9	-	65	-	-	44	30	74	6.2
South Miami	14	4	14	-	-	17	15	32	3.4
Thomas W.R.	10	-	26	-	2	27	11	38	2.4
Washington, B.T.	7	8	42	-	-	27	30	57	8.1
West Miami	7	-	71	2	-	39	41	80	6.4
Senior High									
Coral Gables	51	24	106	1	-	104	78	182	8.2
Miami Coral Park	21	1	206	-	-	131	97	228	9.6
Miami Senior	4	18	123	1	-	78	68	146	5.9
Miami Sunset	141	13	112	6	-	155	117	272	10.8
South Miami	28	8	73	1	-	59	51	110	5.9

* See next page for footnotes and definition of dropout.

DROPOUT DATA BY ETHNICITY AND GENDER
1984-85

NUMBER OF DROPOUTS*

School Name	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian	American Indian	Total Male	Total Female	Total Dropouts		Dropout Rate %
South Area										
Junior High										
Arvida	4	3	6	-	-	7	6	13		0.9
Campbell Drive	23	21	42	-	-	44	42	86	(10)**	7.4
Centennial	7	3	1	-	-	10	1	11		1.2
Cutler Ridge	13	9	5	-	-	14	13	27		2.9
Glades	22	1	13	1	-	18	19	37		2.8
Hammocks	22	2	25	-	-	21	28	49		3.7
Homestead	12	15	28	-	-	23	32	55	(3)**	4.7
Mays	4	12	7	-	-	14	9	23		2.8
Palmetto	13	1	5	1	-	11	9	20		1.5
Redland	10	3	10	-	-	15	8	23		1.8
Richmond Heights	29	15	9	-	-	23	30	53		4.4
Southwood	27	6	5	-	-	24	14	38		2.6
Senior High										
Homestead	45	30	26	-	1	52	50	102	(4)**	4.4
Miami Killian	47	25	20	2	-	46	48	94		3.2
Miami Palmetto	68	25	17	1	-	62	49	111		4.8
South Dade	97	38	33	2	-	100	70	170	(6)**	8.7
Miami Southridge	56	56	36	-	-	91	57	148		6.2
Southwest Miami	63	-	108	1	-	104	68	172		7.6

Source: Fall Student Survey, Office of Educational Accountability.

*Based on state definition (Florida Statutes 228.041) of dropout, which is as follows:

A dropout is a student who, during a particular school year, is enrolled in school and leaves such school for any reason except death before graduation or completion of a program of studies and without transferring to another public or private school or other educational institution.

**Number in parenthesis represents dropouts whose parents are part of the seasonal migrant labor force.

ADULTS RECEIVING HIGH SCHOOL DIPLOMAS
BY ADULT CENTER

Adult Centers	1981-82	1982-83	1983-84	1984-85
Lindsey Hopkins Technical Education Center	72	24	32	20
American Adult	49	92	28	21
English Center	9	9	3	-
Coral Gables Adult	46	51	24	21
Hialeah Adult	88	76	63	43
Hialeah-Miami Lakes Adult	61	65	25	30
Dorsey Skill	17	20	25	20
Fisher/Fienberg	9	2	3	2
Miami Carol City Adult	81	68	37	21
Miami Central Adult	21	24	-	-
Miami Coral Park Adult	86	65	65	35
Miami Jackson Adult	7	24	41	96
Miami Northwestern Adult	11	16	26	30
Miami Palmetto Adult	22	17	25	8
Miami Senior Adult	199	181	162	79
Miami Springs Adult	115	58	37	29
Miami Sunset Adult	-	-	7	6
North Miami Adult	196	126	110	38
South Dade Adult	80	56	88	20
Miami Southridge Adult	76	24	57	48
Southwest Miami Adult	123	145	122	69
TOTALS	1,368	1,143	980	636

Source: Annual records, Office of Vocational, Adult, and Community Education.

PERSONNEL

FULL-TIME STAFF BY EEOC CATEGORIES*
1981-82 to 1985-86

	EEOC Category	1981-82	1982-83	1983-84	1984-85	1985-86
Administrative Staff						
01-08	Officials, Managers, Consultants, Coordinators, Supervisors of Instruction	197	210	225	243	261
13	Principals	254	255	275 **	277 **	279 **
18	Assistant Principals	409	428	418	411	422
20	Community School Coordinators	52	47	45	45	46
	Sub-Total	912	940	963	976	1,008
Instructional Staff						
27	Elementary Teachers	5,338	5,721	5,903	5,970	6,114
31	Secondary Teachers	4,265	4,287	4,579	4,461	4,620
32	Exceptional Student Teachers	1,138	1,204	1,268	1,311	1,375
33	Other Teachers	963	644	600	592	570
39-41	Guidance/Psychological	586	552	569	582	691
42	Librarians	289	289	287	282	278
43	Other Prof. Staff, Instructional	178	192	212	227	230
	Sub-Total	12,757	12,889	13,418	13,425	13,878
Other Staff						
44	Other Prof. Staff, Non-Instructional	213	211	247	275	303
53	Teacher Aides	937	908	936	926	911
54	Technicians	93	107	112	122	128
55	Clerical/Secretarial Staff	1,776	1,832	1,852	1,888	1,988
56	Service Workers	2,177	2,161	2,150	1,818	1,885
57	Skilled Workers	560	631	691	693	724
58	Laborers,Unskilled	45	37	43	42	46
	Sub-Total	5,801	5,887	6,031	5,764	5,985
	TOTAL FULL-TIME STAFF	19,470	19,716	20,412	20,165	20,871

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* EEOC - United States Equal Employment Opportunity Commission.

** Includes Senior High Adult Education Center Principals, who in prior years were included in the Assistant Principals category.

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

NOTE: The code numbers preceding staff categories are those used in the Public Schools Staff Survey (EEO-5).

SYSTEMWIDE DISTRIBUTION OF FULL-TIME AND PART-TIME EMPLOYEES BY
TYPE OF JOB, SEX AND ETHNIC CLASSIFICATION
AS OF NOVEMBER 1, 1985

Type of Job	Total	Male					Female				
		White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native
Full-Time Employees											
1. Superintendent of Schools	1	1									
2. Deputy, Assistant, Associate, Area Superintendent-Instructional	9	4	2	1			1		1		
3. Director, Supervisor, Coordinator-Instructional	107	41	9	5			29	17	6		
4. Official, Administrator, Manager-Instructional (Total, lines 1-3)	117	46	11	6			30	17	7		
5. Deputy, Assistant, Associate, Area Superintendent-Noninstr.	12	6	1	1			1	1	2		
6. Director, Supervisor, Coordinator, Noninstructional	85	46	7	9			16	3	4		
7. Official, Administrator, Manager-Noninstructional (Total, lines 5-6)	97	52	8	10			17	4	6		
8. Consultants, Supervisor of Instruction	47	18	3	2	1		17	4	2		
9. Principal, Elementary	172	58	19	3			46	30	14	1	1
10. Principal, Middle/Junior	47	22	13	4			3	3	2		
11. Principal, Senior High	26	13	8	1			3	1			
12. Principal, Other Type School	34	20	8	2			2	2			
13. Principals, (Total, lines 9-12)	279	113	48	10			54	36	16	1	1
14. Assistant Principal, Elementary	172	36	11	3			43	45	34		
15. Assistant Principal, Middle/Jr.	120	50	19	10			20	15	6		
16. Assistant Principal, Sr. High	75	29	18	4			13	8	2		1
17. Assistant Principal, Other/Type School	55	22	12	7			6	3	5		
18. Assistant Principals, (Total, lines 14-17)	422	137	60	24			82	71	47		1
19. Deans, Curriculum, Coordinators, Registrars											
20. Community School Coordinators	46	17	17	4			3	3	2		
21. Prekindergarten Teachers											
22. Kindergarten Teachers	597	4	1	1			275	178	136	1	1
23. Elementary Classroom Teachers, 1-3	2,337	43	33	10			1,032	766	448	3	2
24. Elementary Classroom Teachers, 4-6	1,922	210	127	26		1	783	580	195		
25. Primary Education Specialists											
26. Other Elementary Teachers	1,258	204	117	38	2		329	88	478	1	1
27. Elementary Teachers (Total, lines 21-26)	6,114	461	278	75	2	1	2,419	1,612	1,257	5	4
28. Secondary Classroom Teachers, 7-8	2,038	486	226	68	1	1	633	410	209	1	3
29. Secondary Classroom Teachers, 9-12	2,559	956	221	101	1	2	827	294	151	2	4
30. Other Secondary Teachers	23	12	1				5	5			
31. Secondary Classroom Teachers (Total, lines 28-30)	4,620	1,454	448	169	2	3	1,465	709	360	3	7
32. Exceptional Student Education Teachers	1,375	141	35	20			779	250	148	1	1
33. Other Teachers	570	169	50	35			198	69	48	1	
34. Guidance Counselors, Elemen.	174	27	10	5			74	33	25		
35.& 36. Guidance Counselors, Middle/Jr./Sr. High	273	64	30	8	1		84	64	22		
37. Guidance Counselors, Other Type School	6	4		1					1		
38. Occupational Placement Specialists	74	10	9	4			21	27	3		
39. Guidance (Total, lines 34-38)	527	105	49	18	1		179	124	51		
40. Visiting Teacher/Social Worker	72	14	18	7			16	10	7		
41. School Psychologist	92	31		7			27	7	20		
42. Librarian/Audiovisual	278	20	4	1			162	73	17	1	
43. Other Professional Staff-Nonadministrative/Instr.	230	47	18	8			91	41	25		
44. Other Professional Staff-Nonadministrative/Noninstr.	303	134	27	24	1		81	16	13	5	2
45. Classroom Aides/K	72	1	1				13	41	16		
46. Classroom Aides/1	55		2				12	25	16		
47. Classroom Aides/2	62		3	1			11	29	18		
48. Classroom Aides/3	85		2				26	37	20		
49. Classroom Aides/K-3	274	1	8	1			62	132	70		
50. Classroom Aides/4-12	550	14	42	11			107	295	81		
51. Exceptional Student Education Aides	2						2				
52. Other Aides*	85	4	7	6			16	27	25		
53. Aides (Total, lines 49-52)	911	19	57	18			187	454	176		
54. Technicians	128	41	10	27			25	12	13		

SYSTEMWIDE DISTRIBUTION OF FULL-TIME AND PART-TIME EMPLOYEES BY TYPE OF JOB, SEX AND ETHNIC CLASSIFICATION
AS OF NOVEMBER 1, 1985
(continued)

Type of Job	Total	Male					Female				
		White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native
55. Clerical/Secretarial	1,788	36	28	25	1		697	567	429	2	3
56. Service Workers	1,885	142	776	600	2	1	42	270	52		
57. Skilled Crafts	724	416	143	154		1	2	5	3		
58. Laborers, Unskilled	46	11	29	6							
59. Total Full-Time Staff	20,871	3,623	2,117	1,250	10	6	6,774	4,354	2,699	19	19
Part-Time Employees											
60. Professional Instructional	7,353	793	566	320	5		2,118	2,158	1,379	8	6
61. Support	904	36	107	42			195	316	208		
62. Total (Lines 60-61)	8,257	829	673	362	5		2,313	2,474	1,587	8	6

*Includes 52 Aides who had not been reported when data were initially published in the Statistical Highlights, December 1985.

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

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COMPARISON OF FULL-TIME STAFF BY ETHNIC CLASSIFICATION AND JOB TYPE 1982-83 to 1985-86

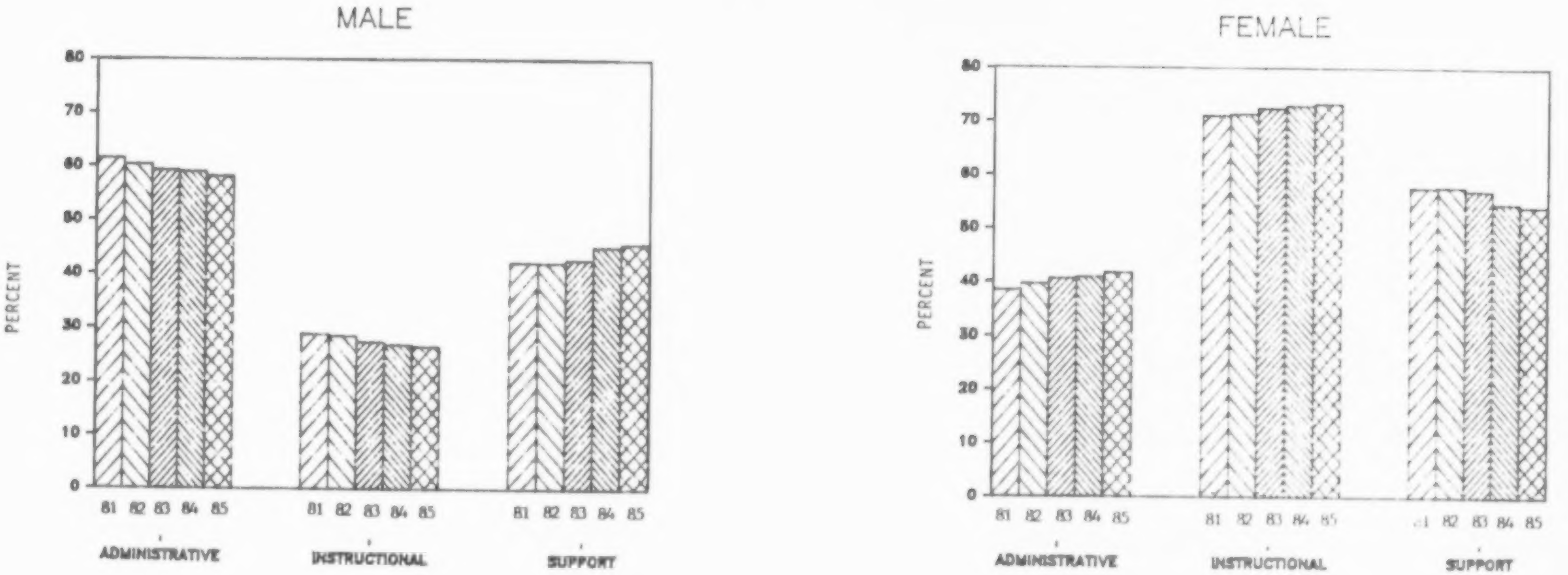
Job Category	White Non-Hispanic				Black Non-Hispanic				Hispanic				Asian & American Indian			
	82-83	83-84	84-85	85-86	82-83	83-84	84-85	85-86	82-83	83-84	84-85	85-86	82-83	83-84	84-85	85-86
Administrative Staff (EEO 01-20)																
Number	554	571	573	586	261	270	271	282	120	118	128	136	5	4	4	4
Percent	58.9%	59.3%	58.7%	58.1%	27.8%	28.0%	27.8%	28.0%	12.8%	12.3%	13.1%	13.5%	.5%	.4%	.4%	.4%
Instructional Staff (EEO 21-43)																
Number	7,389	7,669	7,622	7,778	3,492	3,629	3,645	3,795	1,973	2,085	2,126	2,273	35	35	32	32
Percent	57.3%	57.2%	56.8%	56.0%	27.1%	27.0%	27.2%	27.4%	15.3%	15.5%	15.8%	16.4%	.3%	.3%	.2%	.2%
Support Staff (EEO 44 - 58)																
Number	2,031	2,006	1,981	2,033	2,402	2,506	2,265	2,394	1,431	1,499	1,497	1,540	23	20	21	18
Percent	34.5%	33.3%	34.3%	34.0%	40.8%	39.8%	39.3%	40.0%	24.3%	24.9%	26.0%	25.7%	.4%	.3%	.4%	.4%
TOTAL FULL-TIME STAFF																
Number	9,974	10,246	10,176	10,397	6,155	6,405	6,181	6,471	3,524	3,702	3,751	3,949	63	59	57	54
Percent	50.6%	50.2%	50.4%	49.8%	31.2%	31.4%	30.7%	31.0%	17.9%	18.1%	18.6%	18.9%	.3%	.3%	.3%	.3%

NOTES: Percentages may not total 100 due to rounding.

The numbers given with each category correspond with those used in the EEO-5 Staff Survey.

Source: Public Schools Staff Survey (EEO-5), Florida Department of Education.

COMPARISON OF FULL-TIME STAFF BY GENDER AND VARIOUS JOB CLASSIFICATIONS 1981-82 to 1985-86



Job Category	Male					Female				
	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Administrative (EEO 01-20)	561 61.5%	567 60.3%	571 59.3%	576 59.0%	587 58.2%	351 38.5%	373 39.7%	392 40.7%	400 41.0%	421 41.8%
Instructional (EEO 21-43)	3,681 28.9%	3,689 28.6%	3,685 27.5%	3,631 27.0%	3,691 26.6%	9,076 71.1%	9,200 71.4%	9,722 72.5%	9,794 73.0%	10,187 73.4%
Support Staff (EEO 44-56)	2,453 42.3%	2,487 42.2%	2,581 42.8%	2,606 45.2%	2,728 45.6%	3,348 57.7%	3,400 57.8%	3,450 57.2%	3,158 54.8%	3,257 54.4%
TOTAL FULL-TIME STAFF	6,695 34.4%	6,743 34.2%	6,837 33.5%	6,813 33.8%	7,006 33.6%	12,775 65.6%	12,973 65.8%	13,575 66.5%	13,352 66.2%	13,865 66.4%

NOTE: The numbers given with each category correspond with those used in the EEO-5 Staff Survey.

Source: Public Schools Staff Survey (EEO-5), Florida Department of Education.

AVERAGE ANNUAL SALARY PAID TO SELECTED PERSONNEL GROUPED BY EEOC CATEGORIES*

	Average Salary		
	1983-84	1984-85	1985-86
Administrators			
Superintendent of Schools	$85,868	$93,595	$100,147
Assistant, Associate, or Deputy Supt.	58,539	63,978	68,393
Directors, Instructional	49,431	53,803	58,363
Directors, Non-Instructional	48,375	52,214	54,161
Principals	44,513	48,182	51,613
Supervisors, Instructional	41,414	44,390	47,226
Supervisors, Non-Instructional	35,791	36,484	38,254
Coordinators	38,865	41,057	42,588
Assistant Principals	34,621	37,189	39,060
Classroom Teaching Staff**			
Teachers	23,834	25,392	26,535
School Level Professional Support Staff**			
Psychologists	32,489	33,955	35,895
Media Specialists	26,654	27,933	29,468
Counselors	28,916	29,814	30,783
Occupational Specialists	26,621	28,696	27,907
Visiting Teachers	27,535	29,165	30,815
Non-School Level Professional Support Staff			
Accountants	31,919	35,517	35,876
Analysts	34,380	37,779	39,459
Auditors	28,017	29,906	33,019
Buyers	29,014	31,828	34,162
Specialists	25,662	28,052	29,777
Programmers	27,210	29,156	31,263
Investigators	23,620	25,076	25,514
Educational Specialists	29,891	32,096	31,636
Non-Professional Support Staff			
AV Technicians	16,225	17,563	18,311
Custodians	11,601	12,437	12,923
Laborers	14,221	15,250	16,508
Mechanics/Technicians	18,128	19,497	20,481
Trades, Journeymen	24,530	26,622	27,965
Teacher Aides	10,496	11,146	11,669
Secretaries and Clerks	13,331	14,295	14,944

*Equal Employment Opportunity Commission.

**Annual salary is computed on a 10-month basis for school-level employees, except psychologists who are on a 12-month basis.

Source: 1983-84, Division of Budget. 1984-85 - 1985-86, Average Salary Printout (4-30-86), Department of Management Information Systems.

TEACHER'S BASE SALARY
Minimum and Maximum*
1981-82 to 1985-86 (10 Months)

	1981-82		1982-83		1983-84		1984-85		1985-86	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Bachelor's Degree	$12,229	$21,395	$14,299	$23,395	$15,083	$24,799	$16,000	$26,411	$18,000	$28,000
Master's Degree	15,229	24,395	17,229	26,395	18,083	27,799	19,000	29,411	21,000	31,000
Master's Degree + 36 Hours	16,829	25,995	18,829	27,995	19,683	29,399	20,600	31,011	22,600	32,600
Doctor's Degree	18,429	27,595	20,429	29,595	21,283	30,399	22,200	32,611	24,200	34,200

*Excludes Supplements and PIP.

Source: Salary handbooks, Bureau of Personnel Management.

NUMBER OF INSTRUCTIONAL PERSONNEL ON VARIOUS STEPS OF SALARY SCHEDULE
1985 - 86

The tables below provide data on the number of instructional staff at each pay step on the salary schedule for 10-month employees. Included in the table are a small number of eleven and twelve-month employees who earn a salary proportionately higher than indicated in the schedule. Only employees on the active payroll as of March 31, 1986 are included.

Rank III (Bachelor's Degree)

Step	Salary	Number of Personnel
1	$18,000	803
2 & 2x	18,250	440
3 & 3x	18,500	291
4	19,000	349
5 & 5x	19,500	357
6	20,000	275
7 & 7x	20,500	224
8 & 8x	22,200	203
9 & 9x	24,000	204
10	25,000	244
11 & 11x	26,000	328
12	27,000	319
13	28,000	2886

Rank II (Master's Degree)

Step	Salary	Number of Personnel
1	$21,000	91
2 & 2x	21,250	73
3 & 3x	21,500	76
4	22,000	118
5 & 5x	22,500	139
6	23,000	168
7 & 7x	23,500	167
8 & 8x	25,200	169
9 & 9x	27,000	199
10	28,000	253
11 & 11x	29,000	327
12	30,000	361
13	31,000	4236

Rank IA And IB*

Step	Salary	Number of Personnel
1	$22,600	1
2 & 2x	22,850	0
3 & 3x	23,100	0
4	23,600	1
5 & 5x	24,100	1
6	24,600	5
7 & 7x	25,100	2
8 & 8x	26,800	6
9 & 9x	28,600	5
10	29,600	7
11 & 11x	30,600	4
12	31,600	10
13	32,600	152

Rank I (Doctor's Degree)

Step	Salary	Number of Personnel
1	$24,200	7
2 & 2x	24,450	2
3 & 3x	24,700	2
4	25,200	4
5 & 5x	25,700	4
6	26,200	4
7 & 7x	26,700	0
8 & 8x	28,400	3
9 & 9x	30,200	5
10	31,200	4
11 & 11x	32,200	6
12	33,200	7
13	34,200	130

* Rank IA is based upon Specialist Degree awarded after receiving the Master's Degree. Rank IB pay is for 36 semester hours of graduate credit after receiving the Master's Degree and Rank II certificate.

Source: Salary Matrix for Bargaining Unit 1, Department of Management Information Systems.

FINANCE

REVENUES AND APPROPRIATIONS, ALL FUNDS
(In Millions of Dollars)

	1984-85 ACTUAL	1985-86 BUDGET	PERCENT
REVENUES			
Federal & Federal through State	$ 70.5	$ 79.1	7.9%
State	465.7	534.1	53.0%
Local	386.9	394.0	39.1%
Other	12.6	-	
Total Revenue	$ 935.7	$1,007.2	100%
Balances	174.4	181.6	
TOTAL REVENUES AND BALANCES	$1,110.1	$1,188.8	
APPROPRIATIONS			
General Fund			
Instruction	$ 469.4	$ 516.4	
Instructional Support	63.4	64.9	
General Administration	9.9	11.7	
School Administration	61.3	64.3	
Facilities Acquisition and Construction	.2	.5	
Fiscal Services	5.1	5.5	
Central Services	30.5	35.3	
Public Transportation	16.6	15.4	
Operation of Plant	63.4	71.3	
Maintenance of Plant	24.2	32.4	
Community Services	6.3	6.6	
Debt Service	5.8	6.0	
	756.1	830.3	
Special Revenue Fund			
Instruction & Support Services	37.5	44.0	
Food Services	48.5	51.5	
	86.0	95.5	
Debt Service Fund			
Redemption of Principal	4.7	5.0	
Interest, Dues, & Fees	4.3	4.0	
Other	3.0	-	
	12.0	9.0	
Capital Projects Fund			
Land, Buildings, & Equipment	39.5	113.7	
Remodeling	24.5	91.4	
Other	10.8	-	
	74.8	205.1	
TOTAL APPROPRIATIONS	$ 928.9	$1,139.9	
Ending Balances/Reserves			
General Fund	35.4	28.2	
Special Revenue Funds	2.4	1.7	
Debt Service Fund	18.8	18.5	
Capital Project Fund	124.6	.5	
	181.2	48.9	
TOTAL APPROPRIATIONS & BALANCES	$1,110.1	$1,188.8	

Sources: 1984-85 - Annual Financial Report, Division of Accounting

1985-86 - District Summary Budget, as submitted to the Florida Department of Education, Division of Budget Management

TAXABLE PROPERTY, MILLAGE & REVENUE 1980-81 TO 1985-86

YEAR	ASSESSED VALUE TAXABLE PROPERTY		OPERATING MILLAGE*	REVENUE
	Total	Per Pupil		
1980-81	$32,018,543,263	$137,447	6.222	$189,258,407
1981-82	39,976,523,958	178,006	6.022	288,701,697
1982-83	42,935,841,354	193,354	5.383	219,567,452
1983-84	45,112,909,831	201,528	5.500	235,714,953
1984-85	46,619,559,155	204,416	5.477	242,568,559
1985-86	48,894,016,109	207,066	5.816	270,149,218

*In addition to the operating millage shown, capital improvement millage was levied as follows:

YEAR	CAPITAL MILLAGE	REVENUE
1980-81	2.000	$60,835,232
1981-82	1.117	42,421,090
1982-83	1.117	45,561,368
1983-84	1.704	73,028,778
1984-85	1.884	83,439,687
1985-86	1.500	69,673,973

Source: Annual Budgets, Division of Budget.

FULL TIME EQUIVALENT STUDENTS BY PROGRAM
UNWEIGHTED (FTEUW) AND WEIGHTED (FTEW) *

1985-86

Program	Actual July	Actual October	Actual February	Projected June	FTEuw Total	WTS.	FTEw TOTAL
EMR	118.62	689.63	704.58		1,512.83	2.189	3,311.58
TMR	90.70	348.33	354.92		793.95	2.927	2,323.89
PH	32.88	153.83	154.13		340.84	3.839	1,308.48
P & OT PT	5.83	28.02	30.43		64.28	7.981	513.02
S & H PT	22.84	153.12	160.85		336.81	6.052	2,038.37
DEAF	33.14	128.76	136.30		298.20	3.995	1,191.31
Vision PT	.11	3.57	3.88		7.56	13.118	99.17
Vision	11.99	44.61	45.13		101.73	4.793	487.59
ED PT	6.01	72.66	70.07		148.74	4.157	618.31
ED	70.54	380.99	396.48		848.01	3.026	2,566.08
SLD PT	88.42	955.56	991.04		2,035.02	3.688	7,505.15
SLD	336.88	1,801.51	1,864.23		4,002.62	2.275	9,105.96
GIFTED PT	58.32	652.23	708.19		1,418.74	2.148	3,047.45
H/H PT	10.00	44.12	47.80		101.92	10.442	1,064.25
P & MH	114.87	407.30	424.04		946.21	4.178	3,953.27
Sub-Total Exceptional Child	1,001.15	5,864.24	6,092.07		12,957.46	-	39,133.88
Agriculture	1.12	29.39	25.56		56.07	1.807	101.32
Office	157.90	1,645.53	1,574.53		3,377.96	1.274	4,303.52
Distributive	9.80	145.56	140.50		295.86	1.341	396.75
Diversified	153.15	811.76	784.45		1,749.36	1.393	2,436.86
Health	9.01	121.36	116.93		247.30	1.775	438.96
Public Service	-	17.85	15.10		32.95	1.821	60.00
Home Economics	81.54	822.57	770.86		1,674.97	1.489	2,494.03
Tec Tr & Ind	126.62	1,656.17	1,601.29		3,384.08	1.891	6,399.30
Exploratory	264.98	2,154.84	2,147.40		4,567.22	1.321	6,033.30
Sub-Total K-12 & Voc. J.P.	804.12	7,405.03	7,176.62		15,385.77	-	22,664.04
K-3 Basic	4,861.04	31,904.00	32,427.53		69,192.57	1.131	78,256.80
4-8 Basic	6,095.93	41,231.26	41,439.34		88,766.53	1.000	88,766.53
9-12 Basic	3,409.97	27,480.29	26,684.16		57,574.42	1.167	67,189.35
Alternative Education	635.03	3,995.26	4,014.67		8,644.96	1.632	14,108.57
K-3 Mainstream	.38	2.75	2.72		5.85	2.262	13.23
4-8 Mainstream	.04	.44	.48		.96	2.000	1.92
9-12 Mainstream	-	2.25	2.85		5.10	2.334	11.90
Alternative Educ. Main-stream	-	-	1.30		1.30	3.264	4.24
Sub-Total Basic	15,002.39	104,616.25	104,573.05		224,191.69	-	248,352.54
Total K-12	16,807.66	117,885.52	117,841.74		252,534.92	-	310,150.46
Agriculture	13.37	41.11	38.33	20.39	113.20	1.618	183.16
Office	165.29	497.37	493.44	218.24	1,374.34	1.301	1,788.02
Distributive	37.84	102.37	84.44	64.35	289.00	1.378	398.24
Diversified	9.91	37.63	9.33	34.17	91.04	1.128	102.69
Health	66.96	233.21	249.67	109.58	659.42	1.785	1,177.06
Public Service	-	.20	.42	.24	.86	1.246	1.07
Home Economics	45.23	173.74	125.14	73.60	417.71	1.443	602.76
Tec Tr & Ind	376.50	1,156.98	1,161.47	582.07	3,277.02	1.506	4,935.19
Sub-Total Adult Voc. J. P.	715.10	2,242.61	2,162.24	1,102.64	6,222.59	-	9,188.19
Agriculture	.46	-	.00	.18	.64	1.400	.90
Office	31.54	107.73	131.89	94.91	366.07	1.049	384.01
Distributive	5.86	25.32	28.08	9.91	69.17	1.085	75.05
Health	5.86	51.02	38.16	32.60	127.64	1.208	154.19
Public Service	-	-	.18	-	.18	1.994	.36
Home Economics	83.38	246.58	249.38	148.28	727.62	.988	718.89
Tec Tr & Ind	31.24	99.02	105.81	44.21	280.28	1.294	362.68
Sub-Total Adult Voc. Supp.	158.34	529.67	553.50	330.09	1,571.60	-	1,696.08
Adult Basic & High School	1,858.68	5,524.14	5,789.10	3,127.29	16,299.21	.924	15,060.47
Total Adult	2,732.12	8,296.42	8,504.84	4,560.02	24,093.40	-	25,944.74
TOTAL FTEuw	19,539.78	126,181.94	126,346.58	4,560.02	276,628.32	-	336,095.20
Advanced Placement					611.10	1.000	611.10
GRAND TOTAL					277,239.42		336,706.30

*FTEUW denotes Full-Time Equivalent Student without regard to the program weights. In general, one Full-Time Equivalent Student is computed by 25 pupil/teacher contact hours per week, whether full-time or aggregate part-time. FTEW is arrived at by multiplying FTEUW by program weights assigned by the state funding formula (higher cost programs are assigned a greater weight).

Source: Division of Budget.

PROGRAM COST PER FULL-TIME EQUIVALENT STUDENT
(OPERATING BUDGET)

PROGRAM	Cost Per FTE UW* 1983-84 (ACTUAL)	 1984-85 (ACTUAL)	 1985-86 (BUDGETED)
K-3 Basic	$ 2,382	$ 2,655	$ 2,895
4-8 Basic	2,023	2,324	2,534
9-12 Basic	2,340	2,654	2,894
Educational Alternative	3,274	3,815	4,160
All Basic Programs	2,255	2,562	2,794
Educable Mentally Retarded	4,653	5,283	5,760
Trainable Mentally Retarded	5,913	7,153	7,799
Physically Handicapped	7,358	9,031	9,847
Physical and Occupational Therapy	11,988	12,756	13,909
Speech/Hearing Therapy (PT)	18,231	21,780	23,748
Deaf	8,097	8,533	9,304
Visually Handicapped (PT)	25,642	29,995	32,705
Visually Handicapped	9,015	10,085	10,996
Emotionally Disturbed (PT)	9,732	10,771	11,744
Emotionally Disturbed	6,614	7,432	8,104
Specific Learning Disability (PT)	7,622	8,609	9,387
Specific Learning Disability	4,635	5,086	5,546
Gifted	3,722	4,453	4,855
Hospital and Homebound (PT)	21,868	26,501	28,896
Profoundly Handicapped	9,528	11,458	12,493
All Exceptional Student Programs	6,500	7,342	8,005
7-12 Vocational/Job Preparatory	2,696	3,014	3,286
All K-12	2,493	2,834	3,090
Adult Education	1,912	2,238	2,440
All Programs	$ 2,434	$ 2,781	$ 3,032

*FTE UW denotes Full-Time Equivalent Student without regard to the program weights. In general, one Full-Time Equivalent Student is computed by 25 pupil/teacher contact hours per week, whether full-time or aggregate part-time.

Source: 1983-84 and 1984-85 - Computed by Office of Educational Accountability based on data in the Annual Financial Reports.
1985-86 - Computed by Division of Budget based on data in the adopted Budget.

COST PER FULL-TIME EQUIVALENT STUDENT 1984-1985

NORTH AREA

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL STUDENT	VOCATIONAL STUDENT
0241	BAY HARBOR EL.	$ 2157.40	6609.25	
0321	BISCAYNE EL.	$ 2533.92	9039.29	
0361	BISCAYNE GARDENS EL.	$ 2197.62	9049.99	
0461	BRENTWOOD EL.	$ 2287.49	7077.57	
0561	BRYAN, WILLIAM J. EL.	$ 2092.17	7361.99	
0641	BUNCHE PARK EL.	$ 2529.61	8175.57	
0681	CAROL CITY EL.	$ 2266.03	8696.68	
0761	FIENBERG, L. D. EL.	$ 2335.69	6227.39	
1161	CRESTVIEW EL.	$ 2349.17	8771.21	
1481	DUPUIS EL.	$ 2464.23	5671.37	
2081	FULFORD EL.	$ 2631.04	9899.86	
2161	GOLDEN GLADES EL.	$ 2318.38	8695.21	
2241	GRATIGNY EL.	$ 2106.68	7399.12	
2281	GREYNOLDS PARK EL.	$ 2316.42	7625.64	
2401	HIBISCUS EL.	$ 2125.28	9285.19	
2441	HIGHLAND OAKS EL.	$ 2272.37	3849.65	
2581	IVES, MADIE EL.	$ 2389.83	10712.30	
2801	LAKE STEVENS EL.	$ 2843.35	6488.89	
3241	MIAMI GARDENS EL.	$ 2489.21	8309.90	
3281	MIAMI LAKES EL.	$ 2152.69	3350.04	
3421	MILAM, M. A. EL.	$ 2219.16	6401.73	
3581	MYRTLE GROVE EL.	$ 2102.88	6160.55	
3661	NATURAL BRIDGE EL.	$ 2550.17	5886.22	
3701	NORLAND EL.	$ 2248.25	11600.28	
3741	NORTH BEACH EL.	$ 2170.60	4969.24	
3781	NO. CAROL CITY EL.	$ 2457.12	5775.79	
3821	NORTH COUNTY EL.	$ 2456.62	7635.60	
3861	NORTH GLADE EL.	$ 2506.72	9196.01	
3941	NORTH MIAMI EL.	$ 2075.73	5542.00	
3981	NORTH TWIN LAKES EL.	$ 2369.76	7035.66	
4001	NORWOOD EL.	$ 2497.01	7877.57	
4021	OAK GROVE EL.	$ 2182.39	8019.63	
4061	OJUS EL.	$ 2687.52	7379.16	
4121	OPA LOCKA EL.	$ 2117.06	7587.65	
4241	PALM LAKES EL.	$ 2440.35	6692.58	
4281	PALM SPRINGS NORTH EL	$ 2219.99	7785.64	
4301	PARKVIEW EL.	$ 2616.22	8027.17	
4341	PARKWAY EL.	$ 2704.58	7250.88	
4541	RAINBOW PARK EL.	$ 2513.33	7835.46	
4801	SABAL PALM EL.	$ 2324.42	3909.71	
4881	SCOTT LAKE EL.	$ 2382.49	10529.92	
5081	SKYWAY EL.	$ 2782.77	7471.50	
5481	TREASURE ISLAND EL.	$ 2313.11	8014.11	
5601	TWIN LAKES EL.	$ 2379.38	6421.83	
6051	CAROL CITY JR.	$ 2064.92	5104.09	1902.74
6241	HIGHLAND OAKS JR.	$ 2056.26	5238.77	2410.95
6281	JEFFERSON, T. J. JR.	$ 2185.32	6987.72	2351.63
6301	KENNEDY, J. F. JR.	$ 2008.92	6913.96	2411.75
6351	LAKE STEVENS JR.	$ 2356.25	5075.90	2192.84
6501	MIAMI LAKES JR.	$ 1953.21	4699.20	2136.57
6541	NAUTILUS JR.	$ 2141.91	6038.60	2022.93
6571	NORLAND JR.	$ 2158.80	5613.71	2186.33
6591	NORTH DADE JR.	$ 2106.73	8643.84	2450.87
6631	NORTH MIAMI JR.	$ 1939.63	4866.17	2235.07
6681	PALM SPRINGS JR.	$ 1906.17	4553.93	2473.68
6721	PARKWAY JR.	$ 2011.90	5389.68	2164.82
7011	AMERICAN SR.	$ 2325.96	5947.40	2821.85
7131	HIALEAH-MIAMI LAKES	$ 2694.85	5725.23	2667.43
7201	MIAMI BEACH SR.	$ 2334.91	5822.63	2547.14
7231	MIAMI CAROL CITY SR.	$ 2474.54	6919.54	2593.14
7381	MIAMI NORLAND SR.	$ 2686.01	5413.38	2170.43
7541	NORTH MIAMI BEACH SR.	$ 2462.02	6864.21	2672.60
7591	NORTH MIAMI SR.	$ 2546.61	6668.66	2539.66

COST PER FULL-TIME EQUIVALENT STUDENT 1984-1985

NORTH CENTRAL AREA

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL STUDENT	VOCATIONAL STUDENT
0081	ALLAPATTAH EL.	$ 2253.98	4627.27	
0101	ARCOLA LAKE EL.	$ 2441.09	8541.28	
0401	BLANTON, VAN E. EL.	$ 2395.29	7938.01	
0481	BRIGHT, JAMES H. EL.	$ 2317.59	7400.92	
0521	BROADMOOR EL.	$ 2316.62	9263.98	
0601	BUENA VISTA EL.	$ 2625.50		
0881	COMSTOCK EL.	$ 2563.91	10273.55	
1401	DREW, C. R. EL.	$ 2671.17	11287.94	
1521	EARHART, AMELIA EL.	$ 2567.20	6650.33	
1561	EARLINGTON HTS. EL.	$ 2415.64	9268.20	
1601	EDISON PARK EL.	$ 2223.76	4928.50	
1681	EVANS, LILLIE C. EL.	$ 2643.59	9142.35	
1921	FLAMINGO EL.	$ 2233.11	5575.68	
1961	FLORAL HTS. EL.	$ 2686.50	11044.29	
2041	FRANKLIN, BENJAMIN EL	$ 2498.08	8340.71	
2361	HIALEAH EL.	$ 2517.34	7842.51	
2501	HOLMES EL.	$ 2514.37	13556.03	
2531	CROWDER EL.	$ 2944.21		
2621	JOHNSON, J. W. EL.	$ 4034.18		
2761	KING,MARTIN LUTHER EL	$ 2911.97		
2821	LAKEVIEW EL.	$ 2361.41	7651.45	
2981	LIBERTY CITY EL.	$ 2534.71	4194.68	
3021	LITTLE RIVER EL.	$ 2303.33		
3041	LORAH PARK EL.	$ 2280.97	9411.21	
3141	MEADOWLANE EL.	$ 2231.28	8455.16	
3181	MELROSE EL.	$ 2585.96	4857.16	
3301	MIAMI PARK EL.	$ 2325.30	7323.38	
3341	MIAMI SHORES EL.	$ 2053.98	9804.66	
3381	MIAMI SPRINGS EL.	$ 2144.82	8314.00	
3461	MIRAMAR, EL.	$ 2895.10	5931.62	
3501	MORNINGSIDE EL.	$ 2212.99	15615.13	
3901	NORTH HIALEAH EL.	$ 2253.03	7628.79	
4071	OLINDA EL.	$ 2680.78	11395.89	
4171	ORCHARD VILLA EL.	$ 2365.53	6707.10	
4261	PALM SPRINGS EL.	$ 2217.52	8792.86	
4401	PHARR, KELSEY EL.	$ 2464.00	7020.18	
4501	POINCIANA PARK EL.	$ 2322.03	5738.39	
4841	SANTA CLARA EL.	$ 2444.09		
4961	SHADOWLAWN EL.	$ 2403.24	9805.11	
5201	SOUTH HIALEAH EL.	$ 2127.21	8734.89	
5361	SPRINGVIEW EL.	$ 2514.11	6943.93	
5711	WALTERS, MAE EL.	$ 2305.63	8219.59	
5861	WEST LITTLE RIVER EL.	$ 2263.61	9997.47	
5901	WESTVIEW EL.	$ 2295.96	8558.69	
5931	WHEATLEY, P. EL.	$ 2965.85	4772.36	
5971	YOUNG, NATHAN EL.	$ 2368.99	6873.17	
6011	ALLAPATTAH JR.	$ 2790.71	5966.24	3604.47
6031	BROWNSVILLE JR.	$ 2797.33	6043.35	2296.40
6141	DREW MIDDLE SCHOOL	$ 2535.10	6075.35	2788.28
6171	FILER, HENRY H. JR.	$ 2150.34	4325.84	2208.31
6231	HIALEAH JR.	$ 2332.81	8641.19	2251.72
6371	LEE, ROBERT E. JR.	$ 2550.90	6682.90	2731.87
6391	MADISON JR.	$ 2154.67	7589.45	2116.90
6411	MANN, HORACE JR.	$ 2127.01	7275.93	2111.85
6481	MIA EDISON MID SCHOOL	$ 2051.94	5386.94	2610.29
6521	MIAMI SPRINGS JR.	$ 1952.87	4592.97	1908.81
6981	WESTVIEW JR.	$ 1905.15	7069.95	2896.72
7111	HIALEAH SR.	$ 2527.65	4897.82	2350.68
7251	MIAMI CENTRAL SR.	$ 2888.64	6890.76	3415.95
7254	MIA. D. MAC ARTHUR NO	$ 7177.97	5343.14	7350.79
7301	MIAMI EDISON SR.	$ 2477.14	7731.97	3133.16
7341	MIAMI JACKSON SR.	$ 2439.79	4380.38	3127.18
7411	MIAMI NORTHWESTERN SR	$ 2888.91	4541.59	3063.55
7511	MIAMI SPRINGS SR.	$ 3011.11	6570.50	2715.95
8101	JAN MANN OPP NORTH	$ 8652.05	6813.65	8417.73
8121	C.O.P.E. CENTER - NO	$ 5856.47	26439.21	5710.55

COST PER FULL-TIME EQUIVALENT STUDENT 1984-1985

SOUTH CENTRAL AREA

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL STUDENT	VOCATIONAL STUDENT
0121	AUBURNDALE EL.	$ 2719.63	7099.02	
0201	BANYAN EL.	$ 2601.04	7466.19	
0271	BENT TREE EL.	$ 1992.44	8424.85	
0721	CARVER, G. W. EL.	$ 3564.20		
0801	CITRUS GROVE EL.	$ 2450.48	7610.10	
0841	COCONUT GROVE EL.	$ 3329.76	7136.32	
0961	CORAL GABLES EL.	$ 2466.27	5083.71	
1001	CORAL PARK EL.	$ 2092.70	7784.77	
1081	CORAL TERRACE EL.	$ 2202.26	8086.08	
1121	CORAL WAY EL.	$ 2469.25	6813.80	
1361	DOUGLAS EL.	$ 2413.55	31880.99	
1441	DUNBAR EL.	$ 2479.90	7440.54	
1641	EMERSON EL.	$ 2429.58	6395.14	
1721	EVERGLADES EL.	$ 2104.22	6069.95	
1761	FAIRCHILD, D. EL.	$ 2403.81	11038.14	
1801	FAIRLAWN EL.	$ 2544.30	7289.51	
1841	FLAGAMI EL.	$ 2390.47	7197.97	
1881	FLAGLER, H. M. EL.	$ 2104.92	6683.06	
2261	GREENGLADE ELEM	$ 2066.94	6945.07	
2651	KENDALE LAKES EL.	$ 2073.05	4771.84	
2661	KENSINGTON PARK EL.	$ 2767.93	6961.57	
2741	KEY BISCAYNE EL.	$ 2597.93	9449.57	
2781	KINLOCH PARK EL.	$ 2466.65	5970.76	
2861	YOUTH OPPORT. SCH. SO	$ 7206.02	6787.05	6410.70
3061	LUDLAM EL.	$ 3029.04	10203.87	
4091	OLYMPIA HTS. EL.	$ 2610.85	7910.41	
4681	RIVERSIDE EL.	$ 2862.62	6695.98	
4721	ROCKWAY EL.	$ 1989.22	9169.52	
4741	ROYAL GREEN EL.	$ 2107.91	6699.51	
4761	ROYAL PALM EL.	$ 2167.67	9325.06	
4921	SEMINOLE EL.	$ 2329.55	7491.23	
5001	SHENANDOAH EL.	$ 2441.77	7464.93	
5041	SILVER BLUFF EL.	$ 2581.26	6616.40	
5241	SOUTH MIAMI EL.	$ 3333.88	12149.08	
5321	SOUTHSIDE EL.	$ 2708.24	10288.13	
5381	E.W.F.STIRRUP EL.	$ 2221.66	7768.60	
5401	SUNSET EL.	$ 2956.85	4745.08	
5431	SWEETWATER EL.*			
5441	SYLVANIA HTS. EL.	$ 2597.26	5207.05	
5521	TROPICAL EL.	$ 2666.51	6618.50	
5561	TUCKER, F. S. EL.	$ 2612.75	7799.37	
5641	VILLAGE GREEN EL.	$ 2219.85	6866.24	
5831	WEST,HENRY S. LAB. EL	$ 2520.02	10316.15	
5961	WINSTON PARK EL.	$ 2064.46	7822.00	
6071	CARVER, G. W. JR.	$ 3178.99	7024.87	2809.71
6091	CITRUS GROVE JR.	$ 2023.97	7313.15	2218.56
6331	KINLOCH PARK JR.	$ 2162.04	6566.92	2357.44
6441	H. D. MCMILLAN JR.	$ 2100.78	5402.18	2958.41
6741	PONCE DE LEON JR.	$ 2103.72	6130.73	2448.94
6801	RIVIERA JR.	$ 2181.86	6600.29	2433.70
6821	ROCKWAY JR.	$ 2165.11	5872.22	2273.73
6841	SHENANDOAH JR.	$ 2144.74	4578.28	2083.28
6881	SOUTH MIAMI JR.	$ 2492.48	7833.01	2276.11
6901	W. R. THOMAS JR.	$ 1883.92	5378.24	2385.49
6911	WASHINGTON, B. T. JR.	$ 2475.47	5531.81	2207.74
6961	WEST MIAMI JR.	$ 2148.83	5587.66	2509.10
7071	CORAL GABLES SR.	$ 2423.02	5572.54	2462.54
7271	MIAMI CORAL PARK SR.	$ 2404.23	6726.64	2661.00
7461	MIAMI SR.	$ 2486.70	7698.89	2515.45
7531	MIAMI SUNSET SR.	$ 2422.29	7564.90	2356.55
7721	SOUTH MIAMI SR.	$ 2657.63	5821.44	2494.82

* New school, opened in August 1985.

COST PER FULL-TIME EQUIVALENT STUDENT 1984-1985

SOUTH AREA

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL STUDENT	VOCATIONAL STUDENT
0041	AIR BASE EL.	$ 2368.60	8411.13	
0161	AVOCADO EL.	$ 2226.84	5206.15	
0261	BEL-AIRE EL.	$ 2824.64	10034.60	
0441	BLUE LAKES EL.	$ 2511.70	5810.34	
0651	CAMPBELL DRIVE EL.	$ 2225.78	5083.59	
0661	CARIBBEAN EL.	$ 2491.15	7019.80	
0671	CALUSA EL.	$ 2020.50	11824.79	
0771	CHAPMAN EL.	$ 2665.13	6158.66	
0861	COLONIAL DRIVE EL.	$ 2284.92	7944.88	
1041	CORAL REEF EL.	$ 2302.16	9083.82	
1241	CUTLER RIDGE EL.	$ 2154.68	4571.51	
1281	CYPRESS EL.	$ 2180.99	7626.65	
1331	DEVONAIRE EL.	$ 2071.72	12635.69	
2001	FLORIDA CITY EL.	$ 3041.09	8046.29	
2021	GLORIA FLOYD EL.	$ 2298.45	9344.76	
2321	GULFSTREAM EL.	$ 2080.35	6497.30	
2521	HOOVER EL.	$ 1960.09	10936.96	
2541	HOWARD DRIVE EL.	$ 2801.23	6171.49	
2641	KENDALE EL.	$ 2575.43	7073.22	
2701	KENWOOD EL.	$ 2342.77	8923.51	
2881	LEEWOOD EL.	$ 2462.87	4423.20	
2901	LEISURE CITY EL.	$ 2427.58	7739.88	
2941	LEWIS, A. L. EL.	$ 2866.71	7962.25	
3101	MARTIN, F. C. EL.	$ 2415.75	8602.52	
3261	MIAMI HTS. EL.	$ 2621.46	8084.24	
3541	MOTON, R. R. EL.	$ 2603.91	6604.72	
3621	NARANJA EL.	$ 2439.34	9409.41	
4221	PALMETTO EL.	$ 2658.62	9238.23	
4381	PERRINE EL.	$ 2745.98	8758.40	
4421	PINECREST EL.	$ 2350.28	14558.56	
4441	PINE LAKE EL.	$ 2413.19	9641.60	
4461	PINE VILLA EL.	$ 2372.55	8003.22	
4581	REDLAND EL.	$ 2155.06	8986.90	
4611	REDONDO EL.	$ 2614.46	8080.40	
4651	RICHMOND EL.	$ 2411.72	7311.73	
5121	SNAPPER CREEK EL.	$ 2330.33	5852.43	
5281	SOUTH MIAMI HTS. EL.	$ 2269.15	8135.73	
5421	SUNSET PARK EL.	$ 2142.54	6115.83	
5671	VINELAND EL.	$ 2589.12	6273.45	
5791	WEST HOMESTEAD EL.	$ 2747.54	7387.83	
5951	WHISPERING PINES EL.	$ 2206.26	6448.59	
6021	ARVIDA JR.	$ 2205.24	5810.07	2516.59
6061	CAMPBELL DRIVE JR.	$ 1975.18	4892.71	2517.66
6081	CENTENNIAL JR.	$ 2183.93	7698.48	2307.57
6111	CUTLER RIDGE JR.	$ 2190.76	8213.07	2459.48
6211	GLADES JR.	$ 2154.73	5711.93	2314.51
6221	HAMMOCKS JR.	$ 2159.43	7171.15	2605.40
6251	HOMESTEAD JR.	$ 2181.96	5107.14	4130.55
6431	MAYS JR.	$ 2446.41	5044.93	2233.31
6701	PALMETTO JR.	$ 2145.14	4405.70	2647.93
6761	REDLAND JR.	$ 2096.22	7337.51	2454.89
6781	RICHMOND HTS. JR.	$ 2277.14	5040.93	2221.56
6861	SOUTHWOOD JR.	$ 2370.59	5197.08	2288.54
7151	HOMESTEAD SR.	$ 2686.83	5502.31	2156.11
7361	MIAMI KILLIAN SR.	$ 2580.61	6213.11	2375.34
7431	MIAMI PALMETTO SR.	$ 2483.35	6227.57	2793.50
7631	MIA. D. MAC ARTHUR SO	$ 7264.92	6535.32	8457.30
7701	SOUTH DADE SR.	$ 2500.90	5079.70	2759.27
7731	MIAMI SOUTHRIDGE SR.	$ 2602.52	6219.08	2082.88
7741	SOUTHWEST MIAMI SR.	$ 2482.54	5216.59	2744.44
8131	C.O.P.E. CENTER - SO	$ 6671.28	10007.33	6041.36
	DISTRICTWIDE AVERAGE	$ 2515.32	7342.43	3014.17

Source: Cost Reports, Management Information Systems.

COMPARATIVE STATISTICS –

DADE AND LARGEST U.S. DISTRICTS

RATIO OF CENTRAL ADMINISTRATIVE S
(TWENTY LARGEST U.S
1985-86

District	Membership Fall 1985	Number of Teachers	Ad
New York, NY	930,000	44,564	
Los Angeles, CA	555,470	25,373	
Chicago, IL	424,124	22,002	
Dade County, FL	236,127	12,679	
Philadelphia, PA	193,750	11,304	
Houston, TX	193,889	10,398	
Detroit, MI	184,258	6,544	
Hawaii, State of	163,899	8,100	
Dallas, TX	130,795	7,177	
Broward County, FL	128,174	6,874	
Fairfax County, VA	124,054	6,883	
Hillsborough County, FL	111,922	6,459	
San Diego, CA	111,325	5,006	
Memphis, TN	107,226	5,357	
Prince George's Co., MD	102,997	5,303	
Duval County, FL	100,132	4,422	
Montgomery County, MD	91,808	5,600	
Jefferson County, KY	89,720	4,393	
Pinellas County, FL	87,918	5,303	
Clark County, NV	87,805	3,679	

MEDIAN

*Based on the definition of Educational Research Service,
Superintendent, Associate/Assistant/Area Superintendents,
central office professional and administrative staff.

**Rank 1 denotes district with the smallest number of pupils

Source: Educational Research Service, Inc.

TAFF TO PUPILS AND TEACHERS
. DISTRICTS)

Number of ministrators*	Administrators to Pupils		Administrators to Teachers	
	Ratio	Rank**	Ratio	Rank**
1240	1:750.0	17	1:35.93	16
1271	1:437.0	7	1:19.96	7
ND	-	-	-	-
470	1:502.6	11	1:26.97	10
397	1:488.0	10	1:28.47	11
321	1:604.0	15	1:32.39	13
380	1:484.8	9	1:17.22	3
231	1:709.5	16	1:35.06	15
374	1:349.7	4	1:19.18	5
347	1:369.3	5	1:19.80	6
264	1:469.9	8	1:26.07	9
198	1:565.2	12	1:32.62	14
124	1:897.7	18	1:40.37	18
378	1:283.6	2	1:14.17	2
182	1:565.9	13	1:29.13	12
242	1:413.7	6	1:18.27	4
272	1:337.5	3	1:20.58	8
330	1:271.8	1	1:13.31	1
146	1:602.1	14	1:36.32	17
ND	-	-	-	-
	1:486.4		1:26.52	

Inc., "Administrative" staff includes the following:
Directors, Supervisors, Coordinators, and all other

or teachers per administrator.

RATIO OF PRINCIPALS TO PUPILS AND TEACHERS
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Membership Fall 1985	Number of Teachers	Number of Principals*	Principals to Pupils		Principals to Teachers	
				Ratio	Rank**	Ratio	Rank**
New York, NY	930,000	44,564	858	1:1083.91	20	1:51.93	20
Los Angeles, CA	555,470	25,373	536	1:1036.32	19	1:47.33	15
Chicago, IL	424,124	22,002	501	1: 846.55	13	1:43.91	12
Dade County, FL	236,127	12,679	253	1: 933.30	18	1:50.11	19
Philadelphia, PA	193,750	11,304	256	1: 756.83	9	1:44.15	13
Houston, TX	193,889	10,398	226	1: 857.91	15	1:46.00	14
Detroit, MI	184,258	6,544	201	1: 916.70	17	1:32.55	3
Hawaii, State of	163,899	8,100	234	1: 700.42	5	1:34.61	6
Dallas, TX	130,795	7,177	174	1: 751.69	8	1:41.24	11
Broward County, FL	128,174	6,874	143	1: 896.32	16	1:48.06	16
Fairfax County, VA	124,054	6,883	169	1: 734.04	7	1:40.72	10
Hillsborough County, FL	111,922	6,459	132	1: 847.89	14	1:48.93	17
San Diego, CA	111,325	5,006	142	1: 783.97	10	1:35.25	7
Memphis, TN	107,226	5,357	149	1: 719.63	6	1:35.95	8
Prince George's Co., MD	102,997	5,303	177	1: 581.90	1	1:29.96	1
Duval County, FL	100,132	4,422	144	1: 695.36	3	1:30.70	2
Montgomery County, MD	91,808	5,600	145	1: 633.15	2	1:38.62	9
Jefferson County, KY	89,720	4,393	129	1: 695.50	4	1:34.05	5
Pinellas County, FL	87,918	5,303	107	1: 821.66	12	1:49.56	18
Clark County, NV	87,805	3,679	109	1: 805.55	11	1:33.75	4
MEDIAN				1:794.76		1:40.98	

*K-12 school locations

**Rank 1 denotes district with the smallest number of pupils or teachers per principal.

Source: Educational Research Service, Inc.

RATIO OF ASSISTANT PRINCIPALS TO PUPILS AND TEACHERS
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Membership Fall 1985	Number of Teachers	Number of Asst. Principals	Asst. Principals to Pupils		Asst. Principals to Teachers	
				Ratio	Rank*	Ratio	Rank*
New York, NY	930,000	44,564	1803	1: 515.80	1	1: 24.71	1
Los Angeles, CA	555,470	25,373	406	1:1368.15	15	1: 62.49	16
Chicago, IL	424,124	22,002	662	1: 640.67	4	1: 33.23	4
Dade County, FL	236,127	12,679	367	1: 643.67	5	1: 34.54	5
Philadelphia, PA	193,750	11,304	123	1:1575.20	18	1: 91.90	18
Houston, TX	193,889	10,398	199	1: 974.31	11	1: 52.25	12
Detroit, MI	184,258	6,544	255	1: 722.58	6	1: 25.66	2
Hawaii, State of	163,899	8,100	134	1:1223.12	14	1: 60.44	15
Dallas, TX	130,795	7,177	163	1: 802.42	7	1: 44.03	7
Broward County, FL	128,174	6,874	213	1: 601.75	2	1: 32.27	3
Fairfax County, VA	124,054	6,883	132	1: 939.80	10	1: 52.14	11
Hillsborough County, FL	111,922	6,459	33	1:3391.57	20	1:195.72	20
San Diego, CA	111,325	5,006	108	1:1030.78	12	1: 46.35	9
Memphis, TN	107,226	5,357	118	1: 908.69	9	1: 45.39	8
Prince George's Co., MD	102,997	5,303	74	1:1391.85	16	1: 71.66	17
Duval County, FL	100,132	4,422	42	1:2384.09	19	1:105.28	19
Montgomery County, MD	91,808	5,600	108	1: 850.07	8	1: 51.85	10
Jefferson County, KY	89,720	4,393	79	1:1135.69	13	1: 55.60	13
Pinellas County, FL	87,918	5,303	143	1: 614.81	3	1: 37.08	6
Clark County, NV	87,805	3,679	61	1:1439.42	17	1: 60.31	14
MEDIAN				1: 957.05		1: 52.00	

*Rank 1 denotes district with the smallest number of pupils or teachers per assistant principal.

Source: Educational Research Service, Inc.

RATIO OF CLASSROOM TEACHERS TO PUPILS
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Membership Fall 1985	Number of Teachers	Teachers to Pupils	
			Ratio	Rank*
New York, NY	930,000	44,564	1:20.86	15
Los Angeles, CA	555,470	25,373	1:21.89	16
Chicago, IL	424,124	22,002	1:19.27	10
Dade County, FL	236,127	12,679	1:18.63	7
Philadelphia, PA	193,750	11,304	1:17.13	3
Houston, TX	193,889	10,398	1:18.64	9
Detroit, MI	184,258	6,544	1:28.15	20
Hawaii, State of	163,899	8,100	1:20.23	13
Dallas, TX	130,795	7,177	1:18.22	6
Broward County, FL	128,174	6,874	1:18.64	8
Fairfax County, VA	124,054	6,883	1:18.02	5
Hillsborough County, FL	111,922	6,459	1:17.32	4
San Diego, CA	111,325	5,006	1:22.23	17
Memphis, TN	107,226	5,357	1:20.01	12
Prince George's Co., MD	102,997	5,303	1:19.42	11
Duval County, FL	100,132	4,422	1:22.64	18
Montgomery County, MD	91,808	5,600	1:16.39	1
Jefferson County, KY	89,720	4,393	1:20.42	14
Pinellas County, FL	87,918	5,303	1:16.57	2
Clark County, NV	87,805	3,679	1:23.86	19
MEDIAN			1:19.34	

*Rank 1 denotes district with the smallest number of pupils per teacher.

Source: Educational Research Service, Inc.

RATIO OF DEANS/COUNSELORS TO PUPILS
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Membership Fall 1985	Number of Deans and Counselors	Deans and Counselors to Pupils Ratio	Rank*
New York, NY	930,000	1621	1:573.71	12
Los Angeles, CA	555,470	615	1:903.20	20
Chicago, IL	424,124	709	1:598.20	14
Dade County, FL	236,127	527	1:448.24	7
Philadelphia, PA	193,750	423	1:458.03	8
Houston, TX	193,889	319	1:607.80	15
Detroit, MI	184,258	312	1:590.57	13
Hawaii, State of	163,899	419	1:391.16	2
Dallas, TX	130,795	198	1:660.58	17
Broward County, FL	128,174	316	1:405.61	3
Fairfax County, VA	124,054	225	1:551.35	11
Hillsborough County, FL	111,922	216	1:518.15	9
San Diego, CA	111,325	155	1:718.22	18
Memphis, TN	107,226	171	1:627.05	16
Prince George's Co., MD	102,997	194	1:530.91	10
Duval County, FL	100,132	229	1:437.25	5
Montgomery County, MD	91,808	235	1:390.67	1
Jefferson County, KY	89,720	211	1:425.21	4
Pinellas County, FL	87,918	198	1:444.03	6
Clark County, NV	87,805	117	1:750.47	19
MEDIAN			1:541.13	

*Rank 1 denotes district with the smallest number of pupils per teacher.

Source: Educational Research Service, Inc.

ADMINISTRATIVE SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Supt.	Deputy/ Associate Supt.	Asst. Supt.	Subject Area Supervisor
New York, NY				
Average	-	73,267	77,207	43,412
Low	-	61,663	68,820	39,069
High	95,000	90,000	84,000	45,850
Days on Duty	221	211	211	211
Los Angeles, CA				
Average	-	76,210*	68,731*	44,571*
Low	-	58,451*	58,451*	40,880*
High	113,731*	100,942*	72,728*	52,605*
Days on Duty	224	224	224	210
Chicago, IL				
Average	-	ND	ND	ND
Low	-	61,330	54,741	42,328
High	100,000	71,000	65,010	52,255
Days on Duty	224	224	224	224
Dade County, FL				
Average	-	68,301	62,222	44,000
Low	-	58,810	54,189	32,416
High	100,147	70,063	64,313	51,918
Days on Duty	230	230	230	230
Philadelphia, PA				
Average	-	ND	-	32,980*
Low	-	52,389*	-	30,753*
High	85,000*	58,427*	-	34,937*
Days on Duty	244	244	-	190
Houston, TX				
Average	-	61,844	51,384	39,106
Low	-	51,516	41,304	30,768
High	105,000	80,092	58,140	46,308
Days on Duty	228	225	225	228
Detroit, MI				
Average	-	58,111	54,455	39,918
Low	-	56,152	46,290	32,234
High	85,000	63,110	56,521	48,013
Days on Duty	226	226	226	226
Hawaii, State of				
Average	-	45,152*	44,550*	39,248*
Low	-	42,784*	44,550*	26,984*
High	50,490*	47,520*	44,550*	48,759*
Days on Duty	ND	ND	ND	ND
Dallas, TX				
Average	-	76,557	62,570	44,988
Low	-	76,557	55,000	41,386
High	104,487	76,557	67,569	45,833
Days on Duty	226	226	226	226
Broward County, FL				
Average	-	64,088	ND	39,218
Low	-	59,858	ND	32,312
High	96,720	67,881	ND	48,296
Days on Duty	229	229	229	229
Fairfax County, VA				
Average	-	64,333	63,900	48,158
Low	-	60,000	60,000	35,852
High	80,000	71,000	68,400	52,113
Days on Duty	250	250	250	250

ADMINISTRATIVE SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Supt.	Deputy/ Associate Supt.	Asst. Supt.	Subject Area Supervisor
Hillsborough County, FL				
Average	-	-	55,974	39,840
Low	-	-	54,150	36,623
High	88,500	-	58,832	43,004
Days on Duty	231	-	231	231
San Diego, CA				
Average	-	84,036*	69,006*	69,006*
Low	-	84,036*	67,296*	67,296*
High	93,000*	84,036*	70,716*	70,716*
Days on Duty	228	228	228	228
Memphis, TN				
Average	-	52,062	49,722	31,449
Low	-	48,204	46,410	25,428
High	71,994	61,880	51,974	37,674
Days on Duty	246	246	246	246
Prince George's Co., MD				
Average	-	60,228	56,970	41,914
Low	-	54,839	54,839	34,284
High	81,320	70,770	62,149	44,589
Days on Duty	220	220	220	220
Duval County, FL				
Average	-	-	57,329	35,844
Low	-	-	49,670	29,071
High	91,782	-	60,536	39,504
Days on Duty	231	-	231	231
Montgomery County, MD				
Average	-	70,300	-	50,750
Low	-	66,329	-	43,837
High	85,500	80,417	-	57,430
Days on Duty	260	260	-	260
Jefferson County, KY				
Average	-	62,031	57,851	37,682
Low	-	60,342	57,006	27,585
High	80,532	64,498	58,791	43,166
Days on Duty	232	232	232	211
Pinellas County, FL				
Average	-	55,390	51,152	40,047
Low	-	51,888	42,240	33,300
High	78,000	60,000	55,320	46,260
Days on Duty	260	223	223	223
Clark County, NV				
Average	-	63,595	-	-
Low	-	55,692	-	-
High	80,300	68,906	-	-
Days on Duty	226	226	-	-

*Data for Los Angeles, Philadelphia, Hawaii, and San Diego are for school year 1984-85.

Source: Educational Research Service, Inc.

SCHOOL PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Scheduled Minimum	Scheduled Maximum	Average Salary Paid	Days on Duty	Average Salary Per Day
New York, NY					
Elem.	47,778	49,881	51,575	191	270.02
Jr.	51,377	53,483	55,083	191	288.39
Sr.	54,177	58,222	58,465	191	306.09
Los Angeles, CA					
Elem.	35,537*	56,889*	47,372*	197	240.46
Jr.	39,681*	60,169*	51,991*	197	263.91
Sr.	42,015*	60,169*	53,165*	197	269.87
Chicago, IL					
Elem.	42,328	55,830	47,881	224	213.75
Jr.	-	-	-	-	-
Sr.	43,690	59,659	47,881	224	213.75
Dade County, FL					
Elem.	37,910	55,917	50,749	230	220.65
Jr.	39,810	58,718	53,122	230	230.97
Sr.	41,800	61,653	55,624	230	241.84
Philadelphia, PA					
Elem.	36,113*	46,175*	43,916*	190	231.13
Jr.	41,144*	48,691*	46,710*	190	245.84
Sr.	41,144*	48,691*	47,407*	190	249.51
Houston, TX					
Elem.	30,768	53,448	44,044	225	195.75
Jr.	31,920	61,932	45,932	225	204.14
Sr.	31,920	61,932	51,531	225	229.02
Detroit, MI					
Elem.	35,130	43,691	40,904	198	206.58
Jr.	38,514	46,907	42,383	198	214.05
Sr.	38,514	46,907	43,510	198	219.74
Hawaii, State of					
Elem.	-	-	-	-	-
Jr.	-	-	-	-	-
Sr.	22,230	49,374	37,986	195	194.80
Dallas, TX					
Elem.	35,894	48,675	43,843	217	202.04
Jr.	39,981	54,093	49,852	217	229.73
Sr.	44,423	60,103	53,057	217	244.50
Broward Co., FL					
Elem.	39,650	46,682	44,315	210	211.02
Jr.	43,165	50,199	46,348	210	220.70
Sr.	46,682	53,715	50,870	210	242.23
Fairfax Co., VA					
Elem.	28,194	50,922	46,623	219	212.89
Jr.	33,676	53,968	50,444	250	201.77
Sr.	37,212	57,691	55,088	250	220.35

SCHOOL PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Scheduled Minimum	Scheduled Maximum	Average Salary Paid	Days on Duty	Average Salary Per Day
Hillsborough Co., FL					
Elem.	35,609	44,985	39,365	231	170.41
Jr.	36,225	45,713	40,924	231	177.16
Sr.	39,907	50,232	44,714	231	193.56
San Diego, CA					
Elem.	36,570*	50,500*	48,700*	193	252.33
Jr.	38,370*	52,980*	51,065*	193	264.58
Sr.	45,288*	62,556*	60,768*	228	266.52
Memphis, TN					
Elem.	31,104	42,096	36,282	227	159.83
Jr.	33,432	45,240	39,056	227	172.05
Sr.	38,792	52,468	46,527	246	189.13
Prince George Co., MD					
Elem.	29,848	45,692	42,309	220	192.31
Jr.	30,951	46,794	40,114	220	182.33
Sr.	32,053	47,897	44,477	220	202.16
Duval Co., FL					
Elem.	34,810	43,335	38,694	231	167.50
Jr.	39,090	46,545	42,207	231	182.71
Sr.	42,300	49,755	45,282	231	196.02
Montgomery Co., MD					
Elem.	47,239	54,692	53,449	260	205.57
Jr.	49,924	57,430	56,067	260	215.64
Sr.	53,327	61,817	59,757	260	229.83
Jefferson Co., KY					
Elem.	ND	41,421	39,857	206	193.48
Jr.	ND	43,394	42,156	216	195.16
Sr.	ND	53,492	52,144	232	224.75
Pinellas Co., FL					
Elem.	29,337	50,244	39,088	223	175.28
Jr.	29,337	52,824	41,164	223	184.59
Sr.	38,748	58,104	47,924	223	214.90
Clark Co., NV					
Elem.	34,316	44,599	46,408	205	226.38
Jr.	36,278	46,788	47,314	205	230.80
Sr.	34,410	53,528	51,504	226	227.89

*Data for Los Angeles, Philadelphia, and San Diego are for school year 1984-85.

Source: Education Research Service, Inc.

ASSISTANT PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Scheduled Minimum	Scheduled Maximum	Average Salary Paid	Days on Duty	Average Salary Per Day
New York, NY					
Elem.	41,769	43,010	44,485	191	232.90
Jr.	41,769	43,010	44,511	191	233.04
Sr.	41,769	43,010	44,217	191	231.50
Los Angeles, CA					
Elem.	31,824*	49,618*	44,400*	228	194.73
Jr.	34,575*	52,351*	43,797*	197	222.31
Sr.	34,575*	52,351*	45,134*	197	229.10
Chicago, IL					
Elem.	26,108	37,822	ND	183	-
Jr.	-	-	-	-	-
Sr.	26,108	37,822	ND	183	-
Dade County, FL					
Elem.	32,750	48,305	37,613	222	169.43
Jr.	34,390	50,725	39,212	222	176.63
Sr.	36,110	53,261	41,053	222	184.92
Philadelphia, PA					
Elem.	36,113*	43,659	39,436*	190	207.55
Jr.	36,113*	43,659	41,333*	190	217.54
Sr.	36,113*	43,659	41,970*	190	220.89
Houston, TX					
Elem.	26,202	40,755	37,350	202	184.90
Jr.	28,204	47,856	37,328	202	184.79
Sr.	28,204	47,856	39,220	202	194.15
Detroit, MI					
Elem.	28,314	37,325	34,714	198	175.32
Jr.	32,185	40,934	35,548	198	179.53
Sr.	32,185	40,934	37,681	198	190.30
Hawaii, State of					
Elem.	-	-	-	-	-
Jr.	-	-	-	-	-
Sr.	20,574	41,398	34,868	195	178.81
Dallas, TX					
Elem.	30,893	39,414	36,627	207	176.94
Jr.	30,893	40,204	38,171	207	184.40
Sr.	30,893	41,796	38,694	207	186.92
Broward Co., FL					
Elem.	32,283	39,316	34,040	210	162.09
Jr.	32,283	39,316	35,886	210	170.88
Sr.	35,800	42,832	39,930	210	190.14
Fairfax Co., VA					
Elem.	26,958	46,744	37,404	209	178.96
Jr.	28,856	44,571	42,189	219	192.64
Sr.	32,164	49,744	47,668	250	190.67

ASSISTANT PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Scheduled Minimum	Scheduled Maximum	Average Salary Paid	Days on Duty	Average Salary Per Day
Hillsborough Co., FL					
Elem.	-	-	-	-	-
Jr.	32,390	41,113	37,062	231	160.44
Sr.	34,990	44,305	37,491	231	162.29
San Diego, CA					
Elem.	30,090*	42,460*	36,275*	193	187.95
Jr.	34,780*	46,900*	40,840*	193	211.60
Sr.	35,690*	48,010*	41,850*	193	216.83
Memphis, TN					
Elem.	24,096	32,616	29,956	227	131.96
Jr.	-	-	-	-	-
Sr.	26,448	35,760	30,486	227	134.29
Prince George Co., MD					
Elem.	-	-	-	-	-
Jr.	26,451	43,487	39,377	210	187.50
Sr.	26,451	43,487	36,080	210	171.80
Duval Co., FL					
Elem.	-	-	-	-	-
Jr.	17,722	34,122	29,718	191	155.59
Sr.	18,208	35,295	29,868	191	156.37
Montgomery Co., MD					
Elem.	41,150	47,570	44,143	260	169.78
Jr.	41,150	47,570	ND	260	-
Sr.	43,837	50,312	49,378	260	189.91
Jefferson Co., KY					
Elem.	-	-	-	-	-
Jr.	ND	39,289	37,686	211	178.60
Sr.	ND	40,848	39,532	211	187.35
Pinellas Co., FL					
Elem.	26,681	39,963	30,320	200	151.60
Jr.	25,410	41,886	30,906	212	145.78
Sr.	26,670	47,928	32,962	223	147.81
Clark Co., NV					
Elem.	29,683	38,615	41,207	205	201.00
Jr.	32,901	42,542	42,106	205	205.39
Sr.	32,901	42,542	42,301	205	206.34

*Data for Los Angeles, Philadelphia, and San Diego are for school year 1984-85.

Source: Educational Research Service, Inc.

CLASSROOM TEACHERS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Scheduled Minimum	Scheduled Maximum	Average Salary Paid	Days on Duty	Average Salary Per Day
New York, NY	$18,500	$33,777	$31,224	186	$167.87
Los Angeles, CA	19,084*	36,133*	28,268*	182	155.31
Chicago, IL	16,016	34,041	29,064	183	158.81
Dade County, FL	18,000	34,200	26,742	212	126.14
Philadelphia, PA	13,596	38,498	30,273	190	159.33
Houston, TX	19,100	29,710	23,799	184	129.23
Detroit, MI	18,636	34,814	ND	195	--
Hawaii, State of	16,365	35,893	25,765	180	143.13
Dallas, TX	19,000	31,000	26,065	185	140.89
Broward County, FL	17,400	32,281	23,920	190	125.89
Fairfax County, VA	18,385	45,654	29,275	193	151.68
Hillsborough County, FL	16,001	28,041	21,438	190	112.83
San Diego, CA	19,084*	33,973*	29,095*	184	158.12
Memphis, TN	16,580	37,622	21,683	180	120.46
Prince George's Co., MD	14,708	34,228	27,198	190	143.14
Duval County, FL	15,750	30,682	21,396	191	112.02
Montgomery County, MD	16,573	35,664	31,498	191	164.91
Jefferson County, KY	14,026	28,861	23,354	181	129.02
Pinellas County, FL	16,750	29,150	22,243	190	117.06
Clark County, NV	16,240	32,982	24,377	182	133.93
MEDIAN					

*Data for Los Angeles and San Diego are for school year 1984-85.

Source: Educational Research Service, Inc.

TEACHERS' SALARIES IN LARGE URBAN AREAS
(WITH TOTAL POPULATION IN EXCESS OF 100,000)
1985-86

	Minimum	Maximum	Number of Districts Reporting
Bachelor's Degree			
All Districts			
Range	$12,584	$36,300	170
Mean	17,309	25,807	
Median	16,940	25,858	
Dade County	18,000	28,000	
Master's Degree			
All Districts			
Range	13,975	41,986	164
Mean	18,626	29,541	
Median	18,365	29,168	
Dade County	21,000	31,000	
Specialist's Degree			
All Districts			
Range	14,855	41,986	99
Mean	19,612	31,474	
Median	19,328	31,748	
Dade County	22,600	32,600	
Doctor's Degree			
All Districts			
Range	15,766	52,613	141
Mean	20,960	32,886	
Median	20,765	32,796	
Dade County	24,200	34,200	

Source: Department of Defense Wage Fixing Authority.

BUDGETED CURRENT EXPENDITURES PER PUPIL
(TWENTY LARGEST U.S. DISTRICTS)
1985-86

District	Membership Fall 1985	Cost Per Pupil*	Rank**	Percent of Dade's Cost
New York, NY	930,000	$5,206	1	143
Los Angeles, CA	555,470	3,440	10	95
Chicago, IL	424,124	4,008	5	110
Dade County, FL	236,127	3,639	8	100
Philadelphia, PA	193,750	4,625	3	127
Houston, TX	193,889	3,182	15	87
Detroit, MI	184,258	3,703	7	102
Hawaii, State of	163,899	2,582	19	70
Dallas, TX	130,795	3,240	13	89
Broward County, FL	128,174	3,384	11	93
Fairfax County, VA	124,054	4,332	4	119
Hillsborough County, FL	111,922	3,185	14	88
San Diego, CA	111,325	3,777	6	104
Memphis, TN	107,226	2,368	20	65
Prince George's Co., MD	102,997	3,345	12	92
Duval County, FL	100,132	2,903	17	80
Montgomery County, MD	91,808	4,732	2	130
Jefferson County, KY	89,720	2,780	18	76
Pinellas County, FL	87,918	3,482	9	96
Clark County, NV	87,805	2,978	16	82
MEDIAN		3,412		

*Cost per pupil has been computed by Educational Research Service, Inc. by dividing the total district's projected operating expenditures (per adopted annual budget) by K-12 student membership as of fall 1985. This cost is therefore somewhat inflated since it includes expenditures for adult programs and summer school. For Dade County, the true projected cost per full-time equivalent pupil is $3,090.

**Rank 1 denotes district with highest projected cost per pupil.

Source: Educational Research Service, Inc.

SUMMARY OF PROGRAM EVALUATIONS

This section contains summaries of program evaluations conducted by the Office of Educational Accountability during calendar year 1985. These summaries are included in this document in compliance with the provisions of the Educational Accountability Act of 1976 (Florida Statutes 229.575) which requires that school districts annually report on the status of education including the results of program evaluations.

EVALUATION OF THE 1983-84 ECIA, CHAPTER II
INTERGROUP RELATIONS PROJECT
JANUARY 1985

The Intergroup Relations Team is comprised of specialists who work in the Dade County Public Schools with teachers, students, parents, and administrators on a variety of issues including communication among all participants in the educational process, curriculum improvements, articulation among schools and among others, and new teacher concerns. The Team's functions are classified as either:

a) organizational development, in which in-school faculty councils work with the Teams to identify needs and strategies to address them;
b) feeder pattern articulation, wherein the Teams work with representatives of schools which supply one another their graduates for the purpose of improving the transition of students, or
c) inservice/consultative services, which consist of a host of varied "one-shot" or continuous Team activities including support to new teachers, to potential student dropouts, to clerical staff and to parents.

The evaluation was primarily designed to assess the extent to which objectives had been attained in each of the above named activities. Included also was an analysis of how Team members allocated their time.

The data base consisted of three different kinds of instruments developed by the evaluator to explore concerns in organizational development, feeder pattern articulation and inservice/consultant services. The first two each had general components, asked of all participants, and specific questions unique to each setting. The latter instrument dealing with inservice and consultant services was a "generic" instrument with the same questions asked of all participants. Also made available were reports and memoranda on their activities prepared by the members of the Intergroup Relations Teams and activity logs prepared by the Teams.

The instruments were distributed in 32 different school located throughout the County. Response rates in each school were excellent, exceeding 80% in all but a very few schools.

The results reveal that team members are engaged in a great many different activities, the majority being devoted to consultant services and inservice training. They are devoting more time to the "Dropout" project than they have in the past. Overall, some consistency was noted across the four administrative areas.

Organizational Development results reveal a very broad range of significant issues being addressed, some successfully and others not so successfully. In one of the areas surveyed, one-third of respondents rated the Team "good" to "excellent" with one-quarter finding them "unsatisfactory" or "poor". It was noted that within this area, schools differed from one another with some praising the Team and other schools reporting just "a little" help. In the other area examined, from one-third to one-half of respondents feel that for most need areas the situation has either "greatly improved" or is "no longer a problem".

Feeder Pattern Articulation results reveal that significant numbers of teachers and administrators feel that issues identified are being addressed and that progress is occurring. Again, differences in schools within areas are noted and progress is not consistent across all problem areas.

Consultant Services and Inservice Training results differed according to the area of the County served. While the value of the sessions was highly regarded in two of the four areas, most respondents in the other two areas found their experiences to be of no use. It was pointed out that pre-planning activities apparently did not clarify the intent of the workshops and/or someone was incorrect regarding the need for the session. The evaluation also included praise for the "Academy Awareness Program" an effort of one Team to improve chances of student success in the secondary schools of the County.

Recommendations offered include the need to clarify the roles of team members, to aid in the "institutionalization" of their efforts, to work to improve the services provided and to increase the level of support provided.

EVALUATION OF THE 1983-84 ECIA, CHAPTER II
DROPOUT PREVENTION AND REDUCTION PROGRAM
JANUARY, 1985

The Dropout Prevention and Reduction Program, also known as SUCCESS, operated this past year in five senior high schools and one junior high. Within each school a "Support Team" composed of volunteer teachers, administrators, and counselors who are guided in their efforts by a member of the Intergroup Relations Team worked with students identified as potential school dropouts. Through individual and group counseling, special tutoring services and a host of field trips and other incentives the "Team" sought to modify student behavior to improve their chances for academic, vocational, and personal success.

The purposes of this evaluation were to assess the extent to which the objectives of the Project had been attained and to explore the perceptions of "Support Team" members on the quality of the training they received and their feelings regarding needed new directions.

Data for this evaluation consisted of grade transcripts for last year and for this year for students involved in the project. Also employed was a special questionnaire administered to "Support Team" members.

Results reveal slight improvements in grade point averages from last year to this year in two of the five schools providing data. One school improved significantly and students in the remaining two experienced a significant decline in grade point average. A "quasi-control" group design revealed a tendency to select for the program students with significantly lower grade point averages than their cohorts in the pool of potential enrollees.

The actual dropout rate for program participants, according to data provided to the evaluator, was 18.4%, significantly below last year's rate for program participants (34%) and in three of the schools about equivalent to the rate for all students in the target schools. The extreme variability found between the five schools studied on this factor suggested to the evaluator that the dropout data provided may not be complete.

The questionnaire administered to the "Support Team" revealed high praise for the program and a perception on the part of most (88% of 25 responding) that it had been from "moderately" to "extremely" effective with enrolled students. Specific suggestions offered by the "Support Team" are provided.

Recommendations include the need for a full-time director, a greater emphasis on formative evaluation with an open-ended approach to programmatic components, and finally an improvement in the level of support provided to participating faculty.

EVALUATION OF THE BILINGUAL CURRICULUM CONTENT (BCC) PILOT PROJECT: A THREE YEAR STUDY

FIRST INTERIM REPORT

JANUARY 1985

Bilingual Curriculum Content is part of the district's Transitional Bilingual Basic Skills Program (TBBS) which is provided for limited English proficient (LEP) students. It is offered to these students in compliance with the U.S. Office for Civil Rights (OCR) agreements, and Dade County School Board rule. The goal of the TBBS Program is to ensure that LEP students acquire a command of English as rapidly as possible, while maintaining and acquiring skills in content areas through home language instruction. This instruction consists of two programs: Home Language Arts and Bilingual Curriculum Content (BCC). In BCC, students learn mathematics and "combined instruction" (science, social studies and health/safety) with their native language as the medium of instruction. The intent of BCC is for LEP students to develop in the home language, as well as in English, the basic concepts and skills which form part of the English curriculum in these content areas.

In recent years, interest has developed among educators in exploring different approaches to the teaching of content subjects to LEP children, using English as the only language of instruction. In February, 1983, the Dade County School Board directed that a study be conducted of alternative strategies which could be used to teach curriculum content to LEP students. After negotiations with OCR in October, 1983, a three-year longitudinal study of BCC was initiated in the second semester of the 1983-84 school year by the Office of Educational Accountability (OEA). This report presents the findings of this one-semester period of the study.

In order to evaluate the effect of BCC instruction on student achievement in the content areas, the BCC Pilot Project was implemented in twelve schools during 1983-84. The project consists of using two alternative strategies in teaching content subjects to LEP students: "BCC" (subjects taught bilingually) and "No-BCC" (subjects taught in English). Participants are Hispanic origin kindergarten LEP students, who will continue in the project through Grades 1 and 2.

Evaluation of the BCC Pilot Project included the following procedures: schools selected for participation in the pilot project were drawn from results of a survey and subsequent observations conducted by OEA. They were randomly assigned to either the BCC or No-BCC strategy. Students were pre- and posttested in the content areas and on language skills with a standardized test, the TOBE (Test of Basic Experiences); and with a locally-developed test of Dade County Balanced Curriculum Objectives (BCC tests). They were also given a test of general cognitive ability, as measured by vocabulary acquisition. English and Spanish-language versions of tests were applied. Program implementation characteristics and school demographic data were also gathered for each pilot project school.

The evaluation addressed two questions:

1. Do limited English proficient kindergarten students achieve a higher degree of academic progress in the content areas with or without BCC?

2. Was the pilot project implemented appropriately with respect to the guidelines and other relevant programmatic factors?

To answer the questions, a comparison of content achievement was made between students taught in the BCC strategy, and students taught in the No-BCC strategy. Implementation characteristics of the project, and their relationship to student achievement, were also examined.

Analysis of pretest scores revealed that students in both strategies had comparable achievement in content and language skills. Pilot project students were thus evenly matched at the onset of the study.

The conclusions which emerged from the findings are based on a four-month period of project implementation, and should be interpreted cautiously. With a full year of the program, the effect of the two strategies on student achievement may be more clearly demonstrated.

The conclusions were:

1. At the end of the four-month pilot project period, no clear pattern of results has emerged to indicate that either of the two strategies, BCC or No-BCC, consistently leads to higher student performance.

2. Limited English proficient kindergarten students in the BCC and No-BCC strategies performed at comparable levels at the posttest in science and social studies on the standardized TOBE test, and in mathematics and social studies on the locally-developed BCC test, in English and in Spanish. They also demonstrated comparable achievement in the three content areas on all tests in Spanish.

3. Limited English proficient kindergarten students achieved a higher degree of academic progress in mathematics with BCC instruction than without. An analysis of covariance applied to this measure indicated that this difference was significant. This result was found on the TOBE Test, in English. BCC students also achieved a slightly higher degree of progress in science, on the BCC Science Test, in English. This difference was marginally significant on an analysis of covariance applied to this measure. These findings must be interpreted with caution, for when a correction procedure is used which takes into account the overall effect of using several individual analyses, the differences are not statistically significant. In addition, some variations in project guidelines were reported that could influence achievement; for example more teaching time in content subjects in the BCC schools than in the No-BCC schools. These variations have since been addressed by the Bilingual/Foreign Language Education Department.

4. No significant differences were found between BCC and No-BCC groups in either English or Spanish health/safety achievement measures. Limited English proficient kindergarten students achieved at comparable levels in the health/safety content area, with or without BCC.

5. In general, the BCC Pilot Project was implemented according to the guidelines, in the four-month period. Guidelines were met in BCC and No-BCC schools with respect to class size, teacher training and experience, and instructional materials, all of which were comparable in both strategies.

6. Variation from the guidelines was found in the amount of teaching time provided for mathematics and "combined instruction." Also, the use of Spanish in teaching content subjects did not conform to the guidelines in several BCC schools. Such modifications could affect student achievement. In the current year, steps have been taken by the Bilingual/Foreign Language Education Department personnel to ensure that programmatic guidelines are implemented as specified.

7. Differences between BCC and No-BCC schools were identified in teaching strategies and in teacher/principal perceptions of project implementation. These included: No-BCC teachers reported more grouping of students for instruction, and overall, slightly more favorable perceptions of how the project was implemented, than did BCC teachers.

8. Teachers in both strategies felt that students' attitudes toward learning was positive and that they had progressed in content subjects during the four-month pilot project period.

The recommendations which emerged from the evaluation are:

1. More orientation and direction for implementing the BCC and No-BCC strategies should be provided to both teachers and principals by Bilingual/Foreign Language Education personnel. Closer supervision with respect to adherence to project guidelines is needed, particularly in terms of time allocation and the use of Spanish in teaching content subjects.

Status: Since the beginning of the 1984-85 school year, the Bilingual/Foreign Language Education personnel have been meeting with project school personnel to give needed orientation and supervision.

2. Inservice training, special workshops on project operations, or other areas of concern related to the project should be made available to teachers and principals.

Status: In the fall of 1984-85, some pilot project personnel participated in the Methods of Teaching ESOL workshop. A countywide workshop to teach BCC or CCE/ESOL is planned for the second semester. Individual on-site inservice training for project teachers has begun. This on-site training is being provided by a teacher assigned half time to the Bilingual/Foreign Language Education Department for this project.

EVALUATION OF THE 1984-85 ECIA, CHAPTER II, COMPUTER EDUCATION PROJECT

MAY 1985

For the second year, the Department of Basic Skills sought Chapter II funds in 1983 to aid in supporting Dade County's computer education program, which had in three years' time acquired 680 computer systems spread throughout 150 schools. As stated in the original proposal, the funds were requested for the purposes of: a) the maintenance and enhancement of the existing microcomputer program; b) the continued development of a software consortium; and c) support services for CAI and CMI software.

A sum of $619,152 was requested; $248,358 was granted. One of the objectives (c, above) was dropped due to insufficient funds. The funding was increased at midyear by an amount of $96,046, some $80,000 of which was earmarked for schools which had Chapter 1 programs.

The project was evaluated by 1) reinterpreting the objectives of the project in the context of the funds granted, and 2) inspecting the pattern of expenditures. The evaluation found that all objectives, as redefined, were met. The following recommendation is made.

1. The ECIA Chapter II Computer Education Project should be refunded for another year.

EVALUATION OF THE MEDIA SERVICES PROGRAM

JUNE 1985

Upon the request of the Division of Media Programs and with the recommendation of the Associate Superintendent of the Bureau of Education, an evaluation of the DCPS Media Services Program was conducted to determine the extent that the district has provided and maintained an adequate media program and to determine the extent that the goals of the program have been achieved. Success of the media program in achieving its goals was felt to be reflected in (1) the extent to which media resources and services exist; (2) the accessibility of resources and services; (3) the utilization of media resources; and (4) the provision and effectiveness of media skills instruction.

The major components of the program were the focus of the study: the film library, textbook services, instructional television, and library/media services. Questions were developed which related to program policies and procedures, program inputs, program operations, and program services and outcomes.

The methodology of the evaluation included surveys of all media specialists, surveys of all school-site administrators, and surveys of a random sample of 400 classroom teachers. Major findings based upon information obtained from the data sources follow:

A. Program Policies and Procedures

The majority of principals indicated that current procedures related to (a) lost and damaged materials; (b) allocation of state textbook funds; (c) requisitioning of textbooks; (d) disposition of obsolete materials; and (e) the school textbook inventory system are adequate and reasonable to implement. A clear majority also indicated that they had not experienced problems in the implementation of these procedures.

A small percentage of principals (28%), however, had experienced problems in the disposition of obsolete textbooks. The reason given most often for the cause of the problem was the excessive delay in the pick-up of obsolete textbooks by Stores and Distribution.

B. Program Inputs

With regard to district services and support, most media specialists agreed that the district provided sufficient evaluative services in examining their media programs and a professional resource collection which includes a sufficient amount of resources which are of specific interest to library/media personnel. Types of support which most media specialists agreed were not provided related to resources that would have provided greater direction in program implementation. Specialists indicated that there is a need for the following resources which are not currently provided: (1) a clear delineation of policies and procedures for operating library/media programs, (2) a district handbook containing all policies and procedures related to the administration and operation of the media program, and (3) a copy of the district's philosophy and goals for library/media programs.

With the exception of selected equipment (television sets and video players), most respondents felt that resources at the school level are sufficient.

The current budget allocations generally allow for the maintenance of equipment and for supplies and materials needed in the basic operation of the media center. In most cases, the budget does not allow for replacement of worn AV and print materials.

Particularly at the elementary level, most media specialists indicated that there is not sufficient clerical support for ordering, processing, and circulating instructional materials.

C. Program Operations

A job analysis was conducted to determine the major job responsibilities of the media specialist. Twelve primary responsibilities and twenty-two secondary job responsibilities were identified from this analysis. Generally, there was agreement between the job activities actually performed by media specialists and those activities which were most desired by administrators. The greatest number of discrepancies appeared in the area of program administration where media specialists devoted more time to general media center operations than was desired by principals.

Other general findings of the job analysis follow: (1) there is limited involvement of the media specialist in instructional design activities; (2) there is an overemphasis of activities related to program administration; (3) inhouse production of instructional media and learning materials is infrequent; and (4) provision of inservice to teachers is a small part of the media specialist's job.

Media specialists and principals encourage teacher and student use of media center resources by utilizing a variety of strategies. Most teachers indicated that the school's administration encourages teachers to use various types of instructional media regularly. Several of the strategies utilized by media specialists and principals were identified by each of the samples.

D. Program Services and Outcomes

With the exception of instructional television, most teachers indicated that media services and resources are accessible, appropriate, and utilized in instruction. Textbooks are the most frequently used instructional resources in the classroom followed by nonfictional/reference print materials and fictional/recreational print materials. Instructional television is the least utilized of the media resources. Several factors contribute to the underutilization of instructional television: lack of acceptance by teachers, insufficient equipment, teacher perceptions that appropriate television programs are not available, and program scheduling.

In most of the schools, media skills instruction is provided and is considered an integral part of the school's curriculum. However, a significant percentage of the media specialists indicated that media skills instruction is not reinforced by assignments which require students to use these skills. Only a moderate percentage of teachers felt that most of their students had adequate skills to locate materials in the library and to conduct research on assigned topics.

Recommendations were made for each of the concern areas investigated in the study. Those recommendations which are likely to have the greatest impact upon program improvement follow:

1. Provide greater direction for the implementation of school-level programs by providing a copy of the district's philosophy and goals for library/media programs to each media specialist and clearer guidelines for a sequential information skills instruction program.

2. Develop a procedures manual which contains all policies and procedures related to the administration and operation of school-level media programs. Make a copy accessible to each media professional and principal.

3. Establish job priorities for media professionals to ensure a better balance in the types of functions that are implemented. Emphasis should be given to those tasks which will most likely facilitate the goals of the school and the overall program.

4. Increase efforts to recruit volunteers and student assistants to provide assistance in the general administration and operation of the media center.

5. Implement promotional activities for the purpose of increasing teacher acceptance and utilization of instructional media, particularly instructional television. Provide area-level resources for the implementation of this recommendation.

6. Upgrade the videotape libraries in schools, especially in those with poor television reception and insufficient equipment. Also increase the availability, through videotapes, of public and commercially-produced educational programs in order to increase the number of appropriate programs.

7. Implement voluntary inservice activities at the school level for the purpose of helping teachers to select and better utilize various types of instructional media to enhance instruction. Provide area-level resources for the implementation of this recommendation.

8. Determine the equipment and resource needs of each school. Establish greater equity in the availability of instructional resources among schools.

9. Include as a priority for program improvement, full-time clerical support for media specialists in schools with a specified enrollment.

EVALUATION OF THE 1984-85 ECIA, CHAPTER II
ENGLISH COMPOSITION THROUGH ART HISTORY PROJECT

JUNE 1985

Results of this evaluation indicated that the Project (and its staff) served the type of students stipulated in the proposal, maintained appropriate lesson plans, offered instructional activities which joined A-V presentations with the schedule of literary study, obtained favorable reviews as delineated by its consumers on a student questionnaire, and successfully provided students with knowledge regarding the type of art which existed during the time of history when a particular piece of literature was created.

As a result of the these findings, the following recommendations are made:

1. The Project should continue to receive financial support.

2. The Project should expand its supply of equipment and materials, thus allowing its staff the opportunity to weld a greater range of A-V materials to the schedule of literary study.

3. The Project staff should consider developing a training program to teach other English teachers how to utilize this approach.

EVALUATION OF THE 1984-85 ECIA, CHAPTER II
LEGAL PROJECT
JUNE 1985

Analysis of all data collected for the 1984-85 LEGAL Project evaluation indicated that LEGAL has met its goal of providing appropriate instructional support services to students of LEGAL course and appears to have achieved this same goal with its "new" LEGAL teachers. Furthermore, LEGAL seems to have provided relevant inservice training to its "new teachers". Finally, as previously noted, it should be mentioned that the LEGAL Project is now disseminating more fully into some of the inner-city areas and thus, is beginning to impact upon students whose enthusiasm for the project may differ qualitatively from its original consumers.

Notwithstanding the generally favorable results of this study, the following recommendations are made:

1. LEGAL Project staff should insure the provision of inservice to new teachers regarding the areas of utilizing community resources, conducting mock trials, utilizing media resources, and developing instructional strategies. More specifically, prior to each fall semester, LEGAL personnel should contact staff in the Office of Educational Planning to obtain a complete list of all "new" LEGAL teachers. LEGAL staff should then personally invite all of these teachers to the various training sessions which LEGAL sponsors.

2. LEGAL staff should maintain regular phone contact (for at least a year) with each year's "crop" of "new" LEGAL teachers to help establish and maintain a strong communicative link between the project and the instructors who are new to the project.

EVALUATION OF THE 1984-85 BEGINNING TEACHER PROGRAM JUNE 1985

The 1984-85 school year marked the third year of the Beginning Teacher Program (BTP) implementation within the Dade County Public Schools. One of the requirements for regular teacher certification in the State of Florida is completion of the BTP, which certifies that a beginning teacher (BT) has successfully demonstrated each of twenty-three generic teaching competencies. These competencies may be classified within the general categories of communications skills, administrative skills, and interpersonal skills. The program facilitates the beginning teachers' attainment of these competencies by providing supervised support for a full school year. Details of the program's operational requirements and the nature of the program services appear in State Board rule 6A-5.75. In summary, this rule specifies that support is provided for a full school year by a support team which consists, minimally, of a building-level administrator (BLA), peer teacher (PT), and one other professional educator (OPE).

Between August 1984 and January 31, 1985, approximately 954 teachers were hired by the Dade County Public Schools. Of these, 216 were carryovers from 1983-84 and completed the program between August 28, 1984 and March 30, 1985; and 154 BTs satisfied the exemption criteria for previous teaching experience. As of April 5, 1985, a total of 584 BTs remained in the program. Of this total, 260 were expected to complete the BTP by June 1985. The BTs were distributed among 210 work locations.

The purpose of the 1984-85 BTP evaluation was to determine the extent to which mandated and other appropriate procedures were implemented and to determine the extent to which the teaching performance of beginning teachers on major assessment categories had improved during the school year. Numerous evaluation activities were conducted for the purpose of obtaining relevant data on project activities and outcomes. These activities included the following: (1) interviews with a random sample of beginning teachers and their assigned support team members; (2) survey of a sample of full year program participants for the purpose of assessing the utility and impact of training and orientation activities on BTP participants; and (3) interviews with staff from the BTP and Office of Personnel.

Data obtained from evaluation activities form the basis for the following findings regarding the Beginning Teacher Program:

1. Considerable progress was made by project staff towards the implementation of four of the five 1983-84 evaluation recommendations to improve the program. Action on the unaddressed recommendation was not warranted due to a change in the BT definition. It was concluded that many of the improvements in the operation of the 1984-85 program are the result of the commitment of program staff to improvements and the effective utilization of the evaluation in program management.

2. At the majority of sites in which interviews were conducted, the major components of the program were implemented appropriately and as mandated. Specifically, training and orientation procedures were implemented for the purpose of providing an overview of program purposes and procedures. Most participants indicated that information relevant to the effective implementation of the program was communicated in the

training and orientation activities. In cases where additional information was needed, sufficient direction was usually given by BTP project personnel.

3. In the majority of cases, beginning teachers were assigned support teams within a reasonable amount of time following their employment date. The support process generally involved each of the support team members.

4. Overall, BTP participants and support teams members indicated that due to BTP participation, BTs improved significantly in all TADS assessment areas. The largest improvements were shown in the categories of classroom management, preparation and planning, and techniques of instruction.

5. Almost all special subject area BTs surveyed felt that the training activities were not relevant for them. Also, a substantial percentage of nonspecial subject area BTs indicated that the orientation and training tapes needed to be updated and improved.

Although findings are generally positive, some areas remain problematic. One problem identified from interviews of program staff related to delays and changes in BT identification and current status. Until a single definition of the BT has been in effect for a succession of years, there will continue to be delays in determining the eligibility of some teachers. However, improved communication between all departments which interface with BTP participants could result in more uniformity and consistency in the dissemination of information to perspective BTP participants.

Concerns identified by program participants were related to the time and paperwork requirements of the program, training activities that lack relevancy for special subject area teachers/personnel and a need for improvement in the orientation and training tapes. Problems will always be associated with a program to some extent, regardless of the length of its operation. The nature and severity of the first two problems are not such that the overall effectiveness and impact of the program are restricted.

The third concern--improvement and revision of training and orientation tapes for BTs--may have merit. In order to keep adequately informed of continually changing procedures and laws affecting BTs and educational policies in general, the updating and revision of BTP training/orientation resources seem perfunctory. It is also apparent that general training and orientation information will not always be germane for certain types or categories of BTP participants in speciality areas, due, in large part, to the myriad of skill areas and abilities required to provide a comprehensive educational program for all students in a metropolitan area. The provision of training and orientation activities for each special subject area participant would be cost prohibitive, given the current operating budget.

Due to effective linkage between the evaluation of the program and program development, no major needs for improvement were identified. Consequently, recommendations to eliminate significant problems are not warranted at this time. Albeit some problems exist, their severity do not tend to impede the operations and overall effectiveness of the program. These, too, will eventually be resolved, given the ongoing involvement and commitment of program managers to improve the operations of the program. The findings of the study support recommendations for continuation of current efforts and procedures used to improve program management and operations. Specific recommendations are:

1. Identify and implement an effective strategy to improve the communication network and cooperation between all departments interfacing with beginning teachers and the BTP office. This effort would provide information to the BTP office that could facilitate the efficiency of the BTP. Specific information required for optimal BTP program operation should be provided to the selected departments by the BTP office.

2. Identify and implement procedures to improve the integration and utility of information provided by the various departments to the BTP office. The appropriate integration of information would obviate the needless duplication of functions performed by other departments.

3. Improve and update the orientation and training tapes to reflect current changes in procedures, laws, and criteria for BTP participants. These updated tapes should also emphasize and explain more adequately the terms that were indicated to be somewhat abstruse by a percentage of respondents.

4. Continue the periodic monitoring of support teams to ensure that teams maintain an optimal level of functioning. This should include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

5. Continue the procedures that have been implemented to inform and update participants about the BTP during the school year.

6. Investigate the feasibility of providing new hires, at time of hiring, a listing detailing the eligibility and exemption criteria for satisfying BTP requirements.

EVALUATION OF THE CAREER AWARENESS/BASIC SKILLS (CABS)PROGRAM

JUNE 1985

Career Awareness/Basic Skills (CABS) is a coordinated program of teacher training and teacher/student instructional materials for use in grades one through six (kindergarten materials are currently being developed). CABS allows elementary school teachers in either "regular" or exceptional student classes to enhance student learning in both the basic skills (reading, writing, and mathematics) and in specific content areas (science, social studies, literature/language arts, and health and safety). This enhancement is achieved through the use of career-oriented, "hands-on" activities and related basic skills worksheets that students can complete individually, as part of small groups, or through class projects. The premise underlying CABS is that children who are exposed to a hands-on manipulative approach to instruction will learn to reinforce and apply basic/content area skills better than those exposed to more "traditional" approaches. CABS materials are contained in Learning Activities Packages, or LAPs, each of which provides the basis for a specific unit of classroom instruction. Ten CABS LAPs are currently available. It is customary for teachers who adopt CABS to expose their students to two LAPs per year; an Introductory LAP over a period of three weeks, and a career cluster-specific LAP over a period of 8 to 9 weeks.

Development of CABS was initiated during the 1977-78 school year by staff of the current Department of Career Education and Dropout Prevention. In 1982-83 a decision was made to submit the CABS program to the Joint Dissemination Review Panel (JDRP) as a candidate for national dissemination. The JDRP was established by the U.S. Department of Health, Education, and Welfare in 1972 and given a mandate to identify projects or programs worthy of federal endorsement and dissemination. To support a JDRP application, work was initiated on the design of test instruments to assess student performance on objectives intrinsic to each of the ten LAPs. Additionally, "treatment" and "control" schools were selected to participate in a study to generate data supporting the application. The study was performed in the Spring of 1984 and involved the use of CABS LAPs to provide basic skills/content area instruction in the two "treatment" schools while customary instructional approaches were used to address these skills in the "control" schools. Pre and post-testing, using the previously referenced instruments, was employed to assess program impact.

The report which follows this summary has been prepared for submission to the JDRP (contingent upon Board approval), following explicit format and content guidelines specified by that organization. As such, the appearance of this report is somewhat different from those customarily produced by the Office of Educational Accountability.

Results of study indicated that, for each LAP, pre-test to post-test gains experienced by the "treatment" schools were more substantial than those experienced by the "control" schools. Depending on the specific LAP, this net gain (treatment over control) ranged from an average of 1.06 points to an average of 6.65 points (on tests with an average of 45 items each). In order to compensate for pre-test differences between control and treatment schools, an Analysis of Co-Variance was performed to assess the statistical significance of differences between adjusted post-test means. These differences were always in favor of the treatment group of schools. Differences were statistically significant (at least at the .05 level) for all but one of the LAPs (Welcome 3-4, an Introductory LAP).

In addition to analyzing data for statistical significance, the educational importance of the findings was assessed via two approaches. First, the magnitude of gains made by the "treatment" group for each of the 10 tests was assessed by dividing pre to post-test gains by the pre-test standard deviation. For the 10 tests, this gain (expressed in standard deviation units) ranged from .27 to 1.34, averaging .75. Gains of .33 to .50 are generally accepted as indicating significant educational (as opposed to statistical) impact. Additionally, the magnitude of these results met or exceeded gains experienced by many other exemplary career education programs. As a second approach to the determination of educational significance, the relationship of CABS to "important needs" was qualitatively assessed. The career awareness/basic skills focus of CABS plus the intrinsically motivating "hands-on" approach to instruction, particularly important when dealing with children who have special needs (i.e., the dropout-prone or students enrolled in the Exceptional Student Education Program) provide additional support for CABS' educational importance.

Finally, in support of this application for national dissemination, a great deal of anecdotal or testimonial information was processed. Virtually all of this information attested to the utility of CABS as an instructional unit in the context of both "regular" and exceptional child programming.

In sum, the results of the previously described study support the contention that students exposed to CABS perform at a level significantly above those who have not been so exposed on tests measuring basic skills/content area objectives. Furthermore, analyses of the magnitude of gains made as well as assessment of the "important needs" met by CABS both support the educational importance of this program. The extensive teacher and student materials which have been developed to support instruction as well as the availability of inservice modules to enhance teacher competencies in the use of CABS make this program extremely transportable to other districts.

It should be emphasized that the objectives which are measured by the tests employed in this study are, for the most part, common to all elementary programming. This supports the notion that the results obtained in this study were attributable to the superiority of the CABS program as a mechanism through which these objectives could be accomplished.

It should be noted that the study which was previously described cannot be considered a full-scale evaluation of this program. That is, the data which were collected were done so in response to the unique requirements of a JDRP submission and did not contain many other pieces of information specifically gathered for purposes of this study and commonly found in a "standard" evaluation (i.e., attitude survey data, etc.). As a consequence, the recommendations which follow generally emerge from the favorable test results, rather than from any point-by-point reliance on specifically related data.

Based on the foregoing considerations, the following recommendations are made:

1. Support should be provided for development and field testing of additional CABS materials for both "regular" and Exceptional Student application.

2. Staff development activities should be supported both for teachers (via TEC) and A.P.s (via the Management Academy); the latter for the monitoring of CABS program implementation in the classroom.

3. CABS materials acquisition by schools should continue to be supported.

4. It is recommended that additional testing and research be conducted to determine the efficacy of the CABS approach to basic skills/content area instruction with specific student populations (Exceptional Students and the dropout-prone).

EVALUATION OF THE 1984-85 ECIA, CHAPTER II TEACHING/OUTREACH/PARENT INVOLVEMENT/SKILLS DEVELOPMENT PROJECT (TOPS)

AUGUST 1985

Results of this evaluation showed that the TOPS students, taken as a group, demonstrated statistically significant improvement on all six measured aspects of their classroom functioning and behavior as assessed by the Quay-Peterson Revised Behavior Problem Checklist (RBPC). Similarly, students evidenced statistically significant improvement in academic achievement as indicated by gains on three out of five subtests of the Peabody Individual Achievement Test (PIAT) as well as on their total scores. More specifically, Howard Drive students showed significant improvement on all six subscales of the RBPC, on three of the five subscales of the PIAT, and on their total PIAT score. Ludlam pupils displayed significant improvement on one of the RBPC subscales, and evidenced significant gains on the PIAT math subscale and the total PIAT score.

As a result of these findings, the following recommendations are made:

1. The project should continue to receive financial support.

2. The classroom area at the Ludlam Elementary site should be further remodeled to ensure a more conducive learning and therapeutic atmosphere. More specifically, sound-resistant "portable" partitions should be installed in one of the classrooms, thus allowing the teacher and/or diagnostician to close off or open up specific classroom areas as the need requires.

3. The project staff should consider experimenting with the student/teacher ratio in the various classrooms to ascertain the ratio at which optimal academic and therapeutic gains will occur. More specifically, for the 1985-86 school year, the Project could place comparable pupils in all four classrooms, and at the same time vary the student/teacher ratio (e.g., one classroom could contain six children, one could have seven, etc.), and then evaluate which group of pupils demonstrated the greatest behavioral and academic improvement during the course of the year.

4. The Project should consider expanding into one school in the North or North Central Area to ascertain the extent to which this type of approach will work in the other two areas. If expansion should occur, the Project should pay close attention to following the same procedures they normally utilize when securing staff and admitting students.

EVALUATION OF THE DADE-MONROE MULTIAGENCY NETWORK FOR SEVERELY EMOTIONALLY DISTURBED STUDENTS

SEPTEMBER 1985

The Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students is a regional project funded by the Florida Department of Education. The purpose of the Network is to improve education, mental health treatment, and residential services for severely emotionally disturbed (SED) youths in Dade and Monroe Counties. Though the state initially planned to fund the Network only for a two year period, funding for a third year (July 1, 1985-June 30, 1986) has been awarded.

The three main components of the project -- a regional case management system, a computerized information system, and an interagency council -- were designed to address the three major state mandated goals. These goals are 1) to provide a complete array of services for SED students, 2) to improve existing services, and 3) to have continuous multiagency planning, implementation, and evaluation of services.

The funding period for the Network began as of August 1, 1983. The project was fully staffed by November 14, 1983, and the Interagency Council held its first meeting the following month. Currently, the regional case management system and the council are fully operational. The computerized information system was still in the process of being developed at the time of the evaluation.

The evaluation of the Network was designed to assess the extent to which the project met the three state goals, as well as to meet, to the extent possible, the evaluation guidelines originally recommended by the state. The major evaluation questions addressed the state goals. The evaluation was conducted by means of 1) survey instruments distributed to school and agency personnel involved with or knowledgeable of case management services for SED students, 2) interviews with members of the Interagency Council and SED program personnel, and 3) an examination of relevant records/documents. Caution must be taken in inferring that the Network was responsible for the results found as other potential influencing factors could not always be controlled, and there were difficulties in collecting some of the data. In addition, it is important to recognize that this is a new project. As such, much effort was expended by project staff in laying the groundwork for future change, and the project's true impact may not yet be evident.

Results

The following are highlights from the results of this investigation.

A. During the period from Fall 1982 through Fall 1984, growth occurred in the number of students identified as SED, coinciding with the opening of new programs. The Network was involved as an advocate for some of these. Most school and agency personnel surveyed considered the placement of students in SED programs as having improved since the Network began. SED programs witnessed an erosion in services during this time, with fewer services per student available since the Network's implementation. These reductions were minimized somewhat by the project's facilitation and initial funding of interagency agreements to provide additional services at school sites, as well as advocacy efforts at state and local levels to maximize funding for services. It should be noted that two service contracts were initiated during the school year but were outside of the data collection period (November 1984 and March 1985). The Network was perceived as having contributed to slight improvements in the provision of case management services and in the quality of clinical and educational services. It was found that some services, e.g. residential treatment, were very difficult to access and that the availability of particular services varied with the program site. Significantly fewer services were available to SED students in Monroe County than in Dade County.

B. The Network was seen as providing a very important function in bringing individuals involved with SED students together. Communication, coordination, and cooperation among school programs and agencies greatly improved. The Interagency Council was an important vehicle in this process. Some difficulties still remain. At times, communication and information sharing has been inadequate, and some negative feelings exist between some school programs and/or agencies. The Council has provided a forum for the identification of issues and attempts to resolve them. Services have been the primary focus, with efforts to improve them being aimed at influencing budgetary and legislative decisions and the plans and designs for services, such as the crisis stabilization unit for District XI and the deinstitutionalization of South Florida State Hospital. Though most members of the Council expressed satisfaction with its progress, a sizeable minority (29%) indicated that they were dissatisfied with its effectiveness and thought increased action was needed. Council members were quite positive regarding the functioning of the entire Network and were even more enthusiastic in their appraisal of the project's staff. It was apparent, though, that many Council members lacked knowledge about the Network as a whole.

C. The time interval for a student to begin receiving the services of an SED program has not improved. The length of time for some phases of the placement process has increased somewhat. No pattern of changes was apparent when the data were examined over each of the semesters studied. There was a significant improvement in the timeliness of students going to an SED program after being discharged from a hospital or residential facility. As a result of the Network's efforts, the facilities provided much earlier notification of pending discharges in the Fall of 1984 than during Fall 1983 (an average of 25.3 work days versus 12.6). Students spent less time without a school placement in Fall 1984 than in Fall, 1983. The Network also helped reorganize the transition procedures to increase their efficiency.

D. The sharing and flow of information was seen as improved since the inception of the Network. While refinements in the data base must be made, a main component of the project, the computerized information system, is operational. It was, however, beset by a number of delays, some of which resulted from the decision to design a very comprehensive system and others which were beyond the Network's control, e.g. the late delivery of computer hardware and software. Almost half of the respondents to the survey lacked awareness of the system.

E. The Network staff has accomplished a tremendous amount of work including the provision of case management services, aiding in the coordination of students entering and exiting hospital and residential facilities, organizing the Interagency Council, developing the computerized information system, and conducting in-service training. The Network has identified many more areas of need than can be effectively dealt with given the size of its staff and its resources.

Based upon the findings of the study, the following recommendations are being made.

1. Seek future funding sources to insure the continuation of the project.
2. Increase funding to the Network to provide more staff and establish more interagency service agreements.
3. Examine the current use of the human and financial resources of the Network and those available for SED students to determine if they are being put to optimal use.
4. Provide in-service training for Interagency Council members regarding the functioning of the entire Network.
5. Establish the completion of the computerized information system as a top priority.
6. Provide information to SED school program and agency personnel regarding the computerized information system and its use.
7. Seek expert advice on how to be most effective in influencing funding and policy decisions pertaining to the SED student population.
8. Continue efforts to further enhance coordination, cooperation, and communication between school programs and agencies, particularly with HRS.
9. Clarify the specific goals and direction of the Interagency Council.

EVALUATION OF THE 1984-85 ECIA, CHAPTER II
SCHOOL ALTERNATIVE VOCATIONAL EDUCATION PROJECT (SAVE)
SEPTEMBER 1985

Results of this evaluation show that the SAVE Project appears to have positively influenced its participants with regard to the absentee, suspension, and tardiness rates. In addition, analyses suggest that the Project seems to have positively impacted its participants' attitudes toward school and studying, favorably influenced its consumers' basic skills attainment in reading comprehension, language, listening comprehension, and math computation, and may have negatively impacted its participants' basic skills attainment in math application and the total math score.

As a result of these findings, the following recommendations are made:

1. Continuation of the SAVE Project should be supported.
2. The student/teacher ratio should be no larger than 15 to 1 and preferably smaller (i.e., 12 to 1).
3. The Project staff should consider spending more time teaching mathematics since this year's SAVE students seemed to have their greatest academic difficulties in subjects related to math. Should mathematics not be the forte of the project teacher, another teacher, specializing in mathematics might provide this instruction to the SAVE class.
4. The Project staff should consider developing and implementing a "follow-up" SAVE Project for SAVE students who could benefit from spending more than one year in SAVE. Such a project would undoubtedly have to occur in the one or two high schools to which the current SAVE students transition.

PROJECT PERFORMANCE REPORT FOR THE SPECIAL SERVICES FOR AMERICAN INDIAN STUDENTS (SSAIS) PROJECT
SEPTEMBER 1985

The 1984-85 project provided tutorial services to one-third of the certified Indian students. Cultural enrichment activities designed to help urban Indian students preserve Indian traditions and customs were offered to all Indian students who wished to participate. Nearly one-half of the students attended one or more of the events. The cultural events included three crafts classes, an Indian Arts Festival, a Seminole Tribal Fair, and a nature tour of Shark Valley in Everglades National Park.

The evaluation of the SSAIS Project focused on an assessment of (1) the administration of the project, (2) the involvement of the Parent Committee in monitoring activities, and (3) the degree to which the objectives of the tutorial component and the cultural awareness component were met. Documents, records, and the results of interviews and observations indicate that satisfactory administration of the project was provided by the Office of Federal Projects Administration. A review of the minutes of the Parent Committee indicates that the parents were actively involved in monitoring project activities. Finally, a review of the records of instruction given, minutes of meetings, results of interviews and observations indicate that the objectives of the tutorial and cultural awareness components were met.

EVALUATION OF THE DCPS PROGRAM FOR EDUCABLE MENTALLY HANDICAPPED STUDENTS

OCTOBER 1985

Florida State Board of Education Rule (6A-6.3011 (1)(a)) defines the educable mentally handicapped student as one who is mildly impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. The measured intelligence of an educable mentally handicapped student generally falls between two (2) and three (3) standard deviations below the mean, and the assessed adaptive behavior falls below the age and cultural expectations.

The EMH program is an instructional program for EMH students whose chronological age ranges from 3 to 21 in an environment which is considered to be least restrictive for that population. The ultimate goal of the EMH program is to prepare the EMH student for successful integration into the community. To achieve this goal, the EMH curriculum includes standards to develop a) intellectual and academic competencies in reading, writing and mathematics, b) social-personal skills, and c) basic career skills. These standards are described in The Miami Model--Minimum Student Performance Standards and Basic Skills.

An Early Intervention Model Pilot (EIMP) Project has been implemented for EMH students who show deviant behaviors to the extent that special management of behavior problems is required. Identified students with special needs are placed in classes of no more than ten EMH students and are provided special services. The target group participating in the pilot project are selected primary and intermediate level EMH students who after EMH placement persisted in showing emotional or behavioral problems in the classroom. During 1984-85 the program was piloted in three elementary schools.

Five questions were addressed in the evaluation of the EMH program. These questions follow:

1. Are students in EMH programs properly placed?
2. Are students in EMH programs provided quality curriculum/instructional services?
3. Are EMH students being instructed in overcrowded classes?
4. Is there a need for an EMH functional level curriculum?
5. Is the Early Intervention Model Pilot Project a viable and exemplary program to be expanded?

Information related to these questions was obtained through observations of EMH classrooms, interviews with teachers of EMH students, and surveys completed by teachers of EMH students.

Overall findings related to the evaluation questions follow.

1. Data indicated that a small, but notable, proportion of students in the EMH program was misclassified. EMH teachers reported more misclassifications than Varying Exceptionalities (VE) teachers. Teachers commented that some students were placed in EMH classes who were more characteristic of other exceptionalities. Teachers also thought that some students labelled learning disabled were actually EMH. Problems with the testing process were also cited. Suggestions made by the survey respondents included more teacher input in the evaluation and placement process and a broader, more comprehensive examination of the students going through the evaluation and placement process.

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2. Slightly more than one-half of the teachers interviewed and responding to the survey thought that the EMH curriculum, the Miami Model, was of good quality. The remainder, a sizeable minority, disagreed. According to results from the teacher interviews, elementary level teachers were less satisfied than were secondary level teachers. However, with regard to the curriculum's ability to meet student needs, the perceptions of secondary teachers were not as positive as those of elementary teachers as reflected on the teacher survey. Overall, most secondary teachers indicated that the EMH curriculum does not satisfy the present or future needs of students (51% and 67%, respectively) and that the present curriculum does not help EMH students achieve to their capacity (51%). On the other hand, the majority of elementary teachers indicated that the curriculum satisfies students' present needs (82%) and their future needs (67%) as well as helps the student to achieve to his/her capacity. Overall, 55% of the teachers surveyed thought that the curriculum helped EMH students achieve to their capacity.

   Fifty-four percent (54%) of the teachers interviewed rated the general quality of EMH instruction as "good" or "excellent." Slightly more than one-fourth gave it a lower rating of "fair." Another 18% gave a response of "don't know." Most teachers interviewed (73%) stated that their training for academic instruction was adequate. One-third mentioned that they would like additional training.

   Primary grade teachers were consistently rated highest on the indicators of quality instruction in the classroom observations. Junior high teachers most often were rated lowest among all the teachers. Overall, teachers spent most of their time teaching during the classroom observations and, with moderate to high frequency, engaged in behaviors considered to indicate quality instruction. Students tended to be on task, involved in activities and comfortable with their classes. These were observed to a somewhat lesser extent at the junior high level than at other levels.

   Some of the factors that support instruction were reported to be deficient. Appropriate books and other instructional materials were said to be lacking. Class composition presented a problem for some teachers when their students' abilities varied significantly. Secondary classes usually lacked auditory aids and often did not have learning centers. Other support factors presented few problems. General supplies were usually available, and classrooms were generally adequate in terms of size and furniture.

3. For the EMH teachers interviewed, there was an average student/teacher ratio of eleven to one. There were more students per teacher, on the average, in elementary and junior high classes than in senior high classes. The overwhelming majority of elementary and junior high classes had more than ten students per teacher. Only two classes had full-time aides, and another two had aides assigned for less than two hours per day. On six of the 27 classroom observation items, classes with more than ten students were found to differ from classes with ten students or less. Most of these differences were in teacher behaviors.

4. While most teachers indicated that the present curriculum could be presented at their students' functioning level, they also noted a "moderate" to "serious" need for a functional-level curriculum. They often stated that the level of the Miami Model skills was often not appropriate. Vocational training and employability skills were frequently cited as areas in which emphasis should be increased. Social skills and occupational information/-

exploration were also mentioned frequently. Most teachers felt that none of the areas of the current curriculum should be de-emphasized.

5. An analysis of teacher ratings of students in EIMP revealed "moderate" improvement in all, but one (respect for authority), of the thirteen areas that appear on the instrument in Appendix C. Of the current participants, students who had been in the program for a year or more generally showed greater improvement than those who had participated for six months. The former group improved the most in reading achievement, while the latter group demonstrated the greatest positive changes in the awareness and understanding of classroom rules.

   Follow-up data on students who had exited EIMP indicated that these students were functioning essentially the "same" as other EMH students in seven categories, as rated by their teachers. On the average, they were rated as "better" than other EMH students in the remaining six areas.

   Results also indicate that there is a need for a program such as the EIMP. Most of the teachers surveyed (70%) reported having some EMH students with significant behavior problems or emotional disorders. Twenty-nine percent indicated that at least one-fourth of their EMH students had such problems. This figure was as high as 45% for primary grade teachers. The results pertaining to the progress of these students in regular EMH classes revealed that the majority of teachers perceived that most EMH students with behavior or emotional difficulties did not make significant improvements in their behavior or in the area of academics. Elementary level teachers felt the least prepared to deal with behavior problems in their classrooms. While the majority of teachers responded that they were adequately trained to handle deviant and disruptive behavior, one-third noted a moderate to high need for training in behavior management/ modification and one-half for training in dealing with emotional problems.

Based upon the study's findings, the following recommendations are made for program improvement.

1. Develop a more comprehensive curriculum, with careful consideration of the wide range of abilities among EMH students. The inclusion of a stronger vocational/employability skills component, particularly at the secondary level, is strongly suggested.

2. Increase the availability of appropriate books and other instructional materials.

3. Make classes more homogeneous with regard to ability level.

4. Provide more aide support to classes in which students have a wide range of abilities and/or where there are students with significant behavior problems or emotional disorders.

5. Decrease the assignment of EMH students to VE classes.

6. Provide more in-service training for teachers of EMH students on teaching techniques, behavior modification, classroom management, and how to deal with students who have emotional problems.

7. Consider expansion of the EIMP project.

EVALUATION OF THE 1984-85 ECIA, CHAPTER II
TRIO PROJECT
OCTOBER 1985

Project TRIO, a special dropout prevention program of the Dade County Public School System, operated this past year in six junior high schools and five senior highs. While the schools all have the same goals and all work with support teams led by a teacher coordinator, each school was encouraged to different methodologies according to its beliefs about what was most appropriate with its students. Within each school a group of approximately 25 students, identified as potential dropouts, was selected to participate in TRIO. Another 25 students of comparable background were chosen from each school to act as a control group.

The evaluation discussed in this report was designed to address the principal issues of concern including:

1. Were there significant differences in dropout rates between TRIO and control students in any of the schools?
2. Were there significant differences in academic performance between TRIO and control students in any of the schools?
3. Were there significant differences in attitudes toward school between TRIO and control students in any of the schools?
4. What was the nature of the TRIO program implemented in any school identified as being particularly effective in any of the areas elaborated above?

To address these issues, several instruments were designed to assess teacher-coordinator and staff perceptions of the effectiveness of their efforts. In addition, a data sheet was employed to list the entire years' academic record for each TRIO and control student. Wherever possible, the previous year's grade point average for all participating students was also obtained. In this manner, Analysis of Variance and Covariance were utilized to examine the questions of interest.

The report contains a description of the most salient characteristic of each program and a summary of all data relating to each school, including means for each of the dependent variables for TRIO and control students, F ratios and indications of significant and non-significant findings. As to findings, many significant differences between the group were observed and in particular, two sites were identified as having the best record in the areas of student retention and academic performance. At these sites, there appears to be an emphasis on academic enhancement provided by a teacher who is not one of the involved students' regular instructors. At one of the sites there are SWITCHED peer counselors; at the other, some of the students are involved in another outside program.

The data for all schools indicates a reduced dropout rate for TRIO over the control groups in the senior highs and no difference in dropout rates for the junior highs.

Recommendations offered include the continuation of Project TRIO in a developmental mode to allow for further exploration of alternatives to the problems faced by the potential dropout, the need for additional resources to the schools to help to overcome the severe academic deficiencies of project participants, and the need to consider the project as a year-long effort with activities available during the summer.

EVALUATION OF THE 1984-85 ECIA, CHAPTER II INTERGROUP RELATIONS PROJECT
OCTOBER 1985

Over the past several years evaluations of the efforts of the intergroup specialists have revealed that they perform a wide variety of functions including resolving, mediating and preventing intergroup conflict, improving relations among teachers, students, administrators and staff and assisting in the smooth transition of students within schools in a feeder pattern. This years evaluation was designed to identify the specific activities being performed by the various teams and to measure their effectiveness in the areas where they have major responsibility: organizational development, feeder school collaboration and consultant services/inservice training.

The data collected to achieve these purposes consisted of the following:

1) activity logs maintained by each staff member, and
2) questionnaires measuring participants' perceptions of the effectiveness of selected organizational development, feeder school and inservice/consultant service activities.

The instruments were administered in 24 different schools with response rates ranging between 80 and 100%. The activity log analysis revealed that team members continue to devote the largest percentage of their time to consultant services/inservice training activities, with reasonable amounts of time being devoted to other functions. A diversity in activities performed across areas was also noted.

Results for organizational development reveal a high level of satisfaction with the performance of the team while also suggesting a need for even more intensive involvement to overcome the difficulties being faced in some of the schools. In the area of feeder school collaboration, the teams are perceived as contributing significantly to the progress which is being made in this area. As for inservice/consultant services functions, the teams have been found to be effective in providing needed services, but faculty do tend to desire more participation by them in various school activities.

Recommendations suggested by the data include a call for the continued support of the team function by the school system with a need identified for administrators to be urged to take more advantage of the services which are available; a need for more time to be devoted to organizational development by the teams if significant and long lasting improvements are to be made; and, the apparent need to focus more attention on one of the areas of the County where intergroup activities have not been sufficiently emphasized.

EVALUATION OF THE 1985 SUMMER INSERVICE INSTITUTE

NOVEMBER 1985

The Summer Inservice Institute (SII) in Dade County was implemented for its second year during the summer of 1985. The purpose of the SII is to provide rigorous content-area instruction for instructional personnel. In 1985, inservice training was offered in four subject areas: mathematics, science, computer science, and foreign languages, as well as a student service component entitled "Teachers as Advisors."

An evaluation of the SII was conducted in accordance with guidelines established by the Department of Education. The purpose of the evaluation was to determine the project's impact upon participant knowledge and skills and to assess the effectiveness and appropriateness of its instructional activities. A follow-up of the more long-term effects of the Institute were also assessed. Data were collected to determine the project's impact upon the teaching effectiveness of selected Algebra I participants and the project's impact upon students' Algebra I achievement during the first six weeks of the 1985-86 school year.

The evaluation of the SII yielded the following findings:

1. Changes in achievement scores indicated that the Institute was highly effective in increasing the subject area competencies of participants. For each subject area, considerable increases were observed in the average pretest-posttest achievement gains of teachers who participated in the Summer Inservice Institute. Average achievement score gains ranged from a low of 16.0 percentage points in geometry to 55.2 in probability and statistics. For the majority of courses, the average score gain was statistically significant.

2. High gains were also observed in the percentage of participants who achieved test scores of 80% or better. The change in the percentage of participants achieving a score of 80% or better ranged from 33% in geometry to 100% in chemistry, physics, physical science, and calculus.

3. For courses in which survey data were available, average ratings indicated that instructional activities were satisfactory. Overall, most participants perceived the course objectives, inservice activities, program content and concepts, materials and evaluations to be very good.

4. Because of the very small Algebra I participant sample (N=5) and the unsuccessful efforts to identify an equal number of comparison teachers who did not participate in the Institute, definitive conclusions regarding the project's impact upon teacher effectiveness and student achievement cannot be made. However, observed findings were presented. In the study of teacher effectiveness, each of the Algebra I teachers who participated in the Institute for certification update received satisfactory ratings on 16 of the 17 items selected from the Teacher Assessment and Development System. The one comparison teacher, who was a nonparticipant, received a satisfactory rating on all 17 items.

   Increases in Algebra I test scores were observed for selected secondary students taught by the sample of SII participants. The average Algebra I pretest score obtained by classes taught by SII participants was 12.1. On the posttest, the average class score increased to 13.8, a gain of 1.7 points.

The average class scores of the comparison teacher were compared with those for the class taught by the SII participant match. The comparison of the participant/nonparticipant pair yielded a gain of 5.5 points in the participant's average class score and a gain of -0.43 for the nonparticipant's class.

RECOMMENDATIONS

The findings failed to target any weaknesses in the implementation of the instructional components of the Summer Inservice Institute. Since no valid conclusions can be drawn from the findings related to teacher effectiveness and student achievement, recommendations will not be given in these areas. Consequently, the general recommendation for the Institute is to continue its current -- or similar -- focus, structure, and operational procedures.

EVALUATION OF ESOL EXIT CRITERIA IN SENIOR HIGH SCHOOLS

NOVEMBER 1985

English for Speakers of Other Languages (ESOL) is a required program for students of limited English proficiency (LEP). The population served during 1984-85 was 22,251 students; 1,524 were in grades 9-12. The desired impact of the program is to help LEP students acquire proficiency in English in the most rapid and cost-effective manner. In general, students participate in the program for two years. At present, according to Bulletin I-C, the major criterion for exit is achievement in ESOL which indicates that students will probably be able to participate successfully in mainstream English language arts. Existing guidelines further state that the decision to exit a student should be based on a combination of objective data and teacher judgment.

Grades 9-12 in the senior high school were identified as the grades in which comprehensive ESOL achievement data were most critically needed. The 1984-85 evaluation, therefore, focuses on exit criteria in senior high schools; evaluation of exit procedures at other grade levels will be considered at a later date.

An evaluation plan was developed to identify the major factors and conditions which significantly affect LEP students' exit rate from the ESOL program in the senior high school. Selected tests were administered to a sample of students who were currently enrolled in ESOL. A second sample of students who had exited the program during the 1983-84 school year was also tested, to help determine the factors that are associated with early, average and late exit. Students were classified into three exit-rate groups, according to the number of semester ESOL courses they had taken: "early-exit" (one to two courses), "average-exit," (three to six courses), and "late-exit," (more than six courses). Additionally, students' demographic, biographical and achievement data, as well as ESOL and English teacher ratings of the students, were collected. Relationships between these data and the students' ESOL status were examined. Reliable and cost-effective instruments and procedures for determining readiness to exit ESOL were identified. To assess the effectiveness of current exit criteria, ESOL and English teachers were surveyed. Exited students' English grades, and these students' performance on different language tests, were also examined.

The findings/conclusions relative to the evaluation questions were:

Question 1. How effective are the present exit procedures and criteria?

The criteria presently used to exit students from the ESOL program are generally effective. Exited students, on the average, achieved passing grades in their mainstream English language arts class, which supports the value of the ESOL program and the overall effectiveness of current exit criteria. Exited students generally achieved at the "independent" level on the DCSPT, and on a second, standardized instrument, the Secondary Level English Proficiency Test, which measures similar language skills. Hence, the DCSPT appears to be a valid and effective exit criterion for exiting students, with respect to the language skills of understanding and reading comprehension.

Question 2. What are the factors and conditions which contribute most significantly to early, average and late exit from the ESOL program?

Although based on a small sample, students' academic achievement, mobility (number of different schools attended), and length of time in the United States appear to be associated with the rate in which they exit the ESOL program. The early-exit group achieved higher language test scores; made better grades in English, mathematics, and Spanish-S; and received higher teacher ratings on communication/study skills than did the average-exit group. The average-exit group fared better on these measures than the late-exit group. Late-exit students attended more schools, and had been in the United States for a significantly longer period than early- or average-exit groups.

Question 3. What instrument(s) and/or procedure(s) are the most reliable, valid and cost-effective for determining readiness for exit from the ESOL program?

Of the two listening/reading comprehension tests piloted, the DCSPT was found to be the more reliable, valid and cost-effective instrument for determining a student's readiness to exit ESOL. Of the two oral language tests piloted, the Idea Oral Language Proficiency Test was found to be the more appropriate for determining a student's readiness to exit ESOL. Both tests were reliable, valid and had comparable costs.

The major recommendations which emerged from the conclusions are:

1. Continue the use of the Dade County Secondary Placement Test as the major criterion for exiting students from the ESOL program in senior high schools. It is further recommended that modifications be made which will add to the test's reliability in Part I (Parts II, III and IV are sufficiently reliable). A standardized oral test which directly measures oral proficiency should be added to exit criteria, to ensure that a more uniform standard is used. Writing ability should also be considered as an additional criterion.

2. To increase the effectiveness of exit criteria, determine the relative importance of each as an exit factor. Three main exit criteria were derived through this evaluation: the DCSPT, a standardized oral test and teacher judgment. The proportion of the exit decision for each should be determined by program staff, and uniformly used.

3. Improve articulation between ESOL and English teachers, e.g., increase efforts to ensure that exited students are provided continuity in the English language development program begun in ESOL.

4. Identify those students who remain in ESOL for more than three years and recommend them for review by the Child Study Team. For third-year ESOL students, (and for advanced students in first and second-year ESOL), emphasize communication and study skills needed in the mainstream English class. Many students would profit from a third year of ESOL. These students should continue in such instruction as indicated in the course requirements for LEP students.

FINAL EVALUATION OF THE 1984-85 ECIA, CHAPTER I PROGRAM

DECEMBER 1985

This report presents program evaluation findings concerning the 1984-85 Chapter 1 project as it was implemented in the Dade County School District.

Federal funds totaling approximately $28 million were provided through Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981 (Public Law 97-35) for the implementation of the project. During the 1984-85 project year, services were provided to a total of 33,278 students at 177 sites.

A major revision of the public elementary school program was made at the beginning of the 1983-84 school year. These modifications, which were continued during 1984-85, included: (1) provision of services to eligible students during the regular school day, rather than through an after-school program; (2) development of a Schoolwide component in one elementary school; and (3) provision of Chapter 1 services through a Full-Day Basic Skills model in the Elementary component and the Chapter 1/SCE elementary component.

The objective of the project was to raise the reading, mathematics and language performance levels, relative to national norms, of low achieving students who attend schools with high concentrations of children from low income families. The major evaluation focus was an assessment of achievement made by the project students in areas of reading, mathematics and language as evidenced by NCE gain scores reported from April, 1984 and April, 1985 administrations of the Stanford Achievement Test.

In addition to the assessment of achievement gains, evaluation efforts included monitoring the status of project operations through site visitations, and a survey of Chapter 1 personnel and parents in order to gather data for use in developing and implementing compensatory educational programs in 1985-86.

Achievement Gains for 1984-85

While the overall district public school reading and mathematics achievement gains for 1984-85 are not substantial, it appears that the project was generally successful. With the exception of the second and fourth grades, positive gains in reading were achieved at all grade levels. The negative results at the second and fourth grades reflect districtwide achievement patterns and are reported by several other districts in the State that use the Stanford. Positive gains in mathematics were achieved at all grade levels except for a slight negative result in the fourth grade. Achievement results in language showed positive gains in grades five and six with a negative result at the fourth grade. Since any gain greater than zero would indicate that the Chapter 1 pupils had improved their standing with respect to the normative population, the overall public school results indicate that the Chapter 1 program had a generally positive effect on the participants' achievement.

The reported overall public school reading and mathematics achievement results for grades kindergarten through eleven would indicate that the Chapter 1 program was having a similar impact in both reading and mathematics. The overall reading gain is slightly higher than the overall mathematics gain, but it is not clear whether this is a program effect or the result of inflated reading gains in the secondary grades.

Most participants in the Elementary component and the Chapter 1/SCE elementary component received Chapter 1 services through the Full-Day Basic Skills model. A small number of students who could not be assigned to a Full-Day Basic Skills class received supplementary instruction through one of three contingency models (Staff Resource, Pullout, Extended School Day). An attempt was made to compare the achievement gains made by participants in the contingency models with the gains made by students who participated in the Full-Day Basic Skills model. Only in the Elementary component Staff Resource model did a sufficient number of students participate to allow such a comparison. In reading, participants in the Staff Resource model achieved a slightly higher gain than the Full-Day model participants, while in mathematics, the Full-Day participants achieved a greater gain than the Staff Resource students. It may be that these findings are not a result of differences in the models but rather a function of differences in the student populations due to factors at the school level that influence student placement.

Compared to the elementary grade level (K-6), the secondary grade level (7-11) gains were greater in both reading and mathematics. The secondary grade level reading gain is substantially greater than the elementary level reading gain score. The difference in mathematics gains, although not as substantial, is relatively large. However, the secondary level gains should be interpreted cautiously due to selection procedures which may have increased the regression effect on these gain scores.

Female reading achievement gains were higher than the male reading achievement gains overall as well as at the elementary level and the secondary level. Overall and elementary level mathematics achievement gains were greater for the female participants. However, at the secondary level the males achieved a greater NCE gain in mathematics than the female participants. Female students appeared to benefit more from participation in the Chapter 1 program than the male students except in mathematics at the secondary level.

Monitoring Activities

Data from both site visitation cycles revealed that, on the whole, the program was functioning smoothly. There were some problems which were reported to project personnel at conference sessions following each of the visitations.

ECIA, Chapter 1 Personnel and Parent Survey

Results of the survey indicate an overall high degree of program satisfaction across all six respondent groups. Principals reported that, in general, little difficulty was encountered in planning and implementing the Chapter 1 program. The Chapter 1 planning process and the adequacy and clarity of information provided to facilitate program planning received favorable ratings by most administrators. However, more than half of the principals reported that they experienced difficulty obtaining parental involvement in the planning of their program. Similarly, area educational specialists reported difficulty involving parents in the implementation of the program. A relatively large number of administrators also noted that they experienced problems in developing their program because of the late arrival of test scores used to determine student eligibility. Some principals reported problems implementing the Chapter 1 program because of difficulty experienced in recruiting suitable personnel.

The positive influence of the Chapter 1 program on student achievement was reported by administrators, teachers, educational specialists, and parents. The 16:1 student-teacher ratio used in the elementary schools Full-Day Basic Skills classes was rated as effective by virtually all teachers even though a high percentage indicated that having two teachers, with 16 students each, in a single regular-sized classroom was harmful to instruction. The vast majority of teachers, however, indicated that they preferred to remain in Chapter 1 during the next school year even if it were necessary to share a classroom.

Chapter 1 personnel were provided with an opportunity to indicate their desire and/or need for inservice training. Two general areas of inservice were noted most frequently. The need/desire for inservice in the area of computer education and computer software was reported by administrators, elementary teachers, and secondary aides. Responses from principals, teachers, and educational specialists also indicate the need/desire for additional inservice training in the area of the language experience approach and oral language development.

Recommendations

1. It is recommended that the Chapter 1 project, as implemented in the 1984-85 school year, be continued.

2. It is recommended that specific attention be given to the reading instruction at the second and fourth grades. It should be noted, however, that there also may be non-programmatic influences affecting reading test results at these grade levels.

3. It is recommended that additional emphasis be placed on mathematics in the fourth grade.

4. It is recommended that additional emphasis be placed on language development at the fourth grade level.

5. It is recommended that some attention should be given to those factors which influence the differential performance of male and female students at particular grades.

6. Additional effort should be made to identify methods to further involve parents in the planning and implementation of the Chapter 1 project.

7. Attention should be given to the difficulty that principals experience in recruiting suitable teachers and aides.

8. The situation in which two teachers, each with 16 students, teach in a single regular-sized classroom should be reviewed in order to determine if adjustments can be made to reduce the negative effects resulting from this situation.

9. The inservice needs/desires of Chapter 1 personnel should be identified and appropriate inservice training provided. Survey data indicated a need for inservice training in the areas of computer education, computer software, language experience, and oral language development.

FINAL REPORT ON THE EVALUATION
OF THE MANAGEMENT ASSESSMENT CENTER

DECEMBER 1985

An assessment center is an assessment method that employs multiple techniques to evaluate behavior. The techniques can include written tests or interviews, but they are most often limited to job simulation exercises. The subject's behavior is observed by a group of assessors, who pool their observations to form a final evaluation. While industry has utilized the assessment center method for personnel selection since the 1950's, true assessment centers are relatively new in public education. For this reason, the Management Assessment Center (MAC) of the Dade County Public Schools is a unique project.

The MAC was developed in 1982 by Assessment Designs, Inc., a management consulting firm. The funds for the development of the MAC were provided by the state under the provisions of the Management Training Act of 1981. The district, however, underwrites the annual operating budget of the MAC, which excluding assessor time (approximately 520 days) is currently $94,982.

The conceptual framework of the MAC is based on a job analysis of the district's school-level administrators conducted by Assessment Designs. The job analysis identified the following nine skills as necessary for successful job performance: (a) leadership, (b) organizing and planning, (c) perception, (d) decision making, (e) decisiveness, (f) interpersonal, (g) adaptability, (h) oral communication, and (i) written communication. In order to assess these skills, three exercises were developed for the MAC. They include an in-basket exercise, a parent conference simulation and a teacher observation simulation.

The primary function of the MAC is screening candidates for the job of school-level administrator. Before a candidate can interview for a vacant position of principal or assistant principal, he/she must demonstrate through the MAC exercises the ability to successfully perform the job. Successful performance at the MAC means obtaining a minimum score of four on a seven-point rating scale for each of the nine skills. The skill ratings are provided by incumbent administrators (pay grade 43 or higher), who are specially trained to function as MAC assessors. The skill ratings are the composite judgement of three assessors, who observe the candidate's performance on the exercises.

The principal focus of the evaluation of the MAC was the validation of the process. Validation basically involves accumulating sufficient data on the process and its outcome to warrant confidence in decisions based on it. The validation of the MAC process was mandated by both legal and fiscal considerations. In reference to the legal consideration, personnel selection methods have repeatedly been challenged in the federal courts on the grounds of "adverse impact". Adverse impact is a situation where a personnel selection method works to the disadvantage of a legally protected race, sex or ethnic group. While assessment centers have been legally challenged less often than some other personnel selection methods (e.g., paper and pencil tests), many assessment centers do exhibit adverse impact. The MAC is no exception. Although limited in degree, the MAC exhibits adverse impact in the categories of race and ethnicity. And under the circumstances, legal prudence mandates that the validity of the MAC be documented.

In reference to the fiscal consideration, it should be acknowledged that assessment centers in general are more expensive than other personnel selection methods. In the interest of cost efficiency, the district must determine if the resources allocated to the MAC are a worthwhile investment in the improvement of the selection of school-level administrators. The initial step in making this determination is the validation of the MAC.

The evaluation of the MAC spanned three years and generated two reports, a preliminary report and this final report. The preliminary report, which was published in March of 1984, focused primarily on the MAC process. The report noted that during the first year of operation in 1981-82, the MAC had experienced some start up problems. The MAC staff, however, had been very responsive in addressing these problems, and thus had facilitated the subsequent development of the MAC. Consequently, the MAC assessors, who were in a unique position to observe the operation of the center, were very supportive of both the MAC staff and the MAC process. Indeed, the only significant problem in the MAC process identified by the preliminary report was the center's passing rate which was found to be comparably high. (For more detailed information on this phase of the evaluation, contact the Office of Educational Accountability and request a copy of Preliminary Report on the Evaluation of the Management Assessment Center.)

Of greater importance than the MAC process, however, is the intended outcome of the process, which is the prediction of a candidate's subsequent job performance. The degree to which the MAC achieves this objective is a measure of its validity as a personnel selection method. To ascertain the validity of the MAC, the performance of candidates at the MAC was correlated with their subsequent performance on the job. The data analysis of the results revealed that the validity correlations were positive and statistically significant. Moreover, the evaluation noted: (a) the inter-rater reliability, which is considered a prerequisite to validity in an assessment center, was high; (b) the validity correlations were substantially higher than those generally produced by the interview method; (c) the validity correlations compared favorably with those of other assessment centers; and, (d) there is evidence that the validity correlations are still rising. Thus, it was concluded that the MAC does predict job performance.

Beyond the question of validity is the question of the MAC's utility. In other words, are the resources allocated to the MAC a worthwhile investment in the improvement of the selection process for school-level administrators? In order to answer this question, the evaluation compared the results of the district's present selection process with the former selection process. The former selection process essentially consisted of a series of interviews for the qualified candidates. The present selection process differs in the use of the MAC to screen the qualified candidates prior to the interviews. The results of the comparison revealed that, despite the validity of the MAC, the interview-MAC selection process is not superior to the interview-only selection process. Thus, under the existing operating procedures, the MAC has no utility.

This outcome, nevertheless, is understandable, given the minimum passing score of the MAC. The minimum passing score of the MAC is such that the few candidates who are eliminated from consideration would probably have been eliminated anyway by the interviews. Under the circumstances, the interviews in effect become the overriding factor in both selection processes. Thus, it was concluded that there was no advantage in incorporating the MAC into the selection process, not because of a deficiency in its validity but because its validity was essentially not used.

Consequently, this evaluation recommends that the minimum passing score of the MAC be raised. This upward adjustment in the passing score should be done under the direction of a qualified consultant, since it will likely increase the adverse impact of the MAC. Assuming an appropriate adjustment in the passing score, the evaluation also recommends that the district retain the MAC as part of its selection process of school-level administrators. This recommendation is based on the established validity of the MAC, as well as the demonstrated competence of the MAC staff. The MAC by employing a higher minimum passing score will improve the effectiveness of the existing selection process. Without such an adjustment, however, there is no advantage in retaining the MAC.

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P.L. 93–508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.